



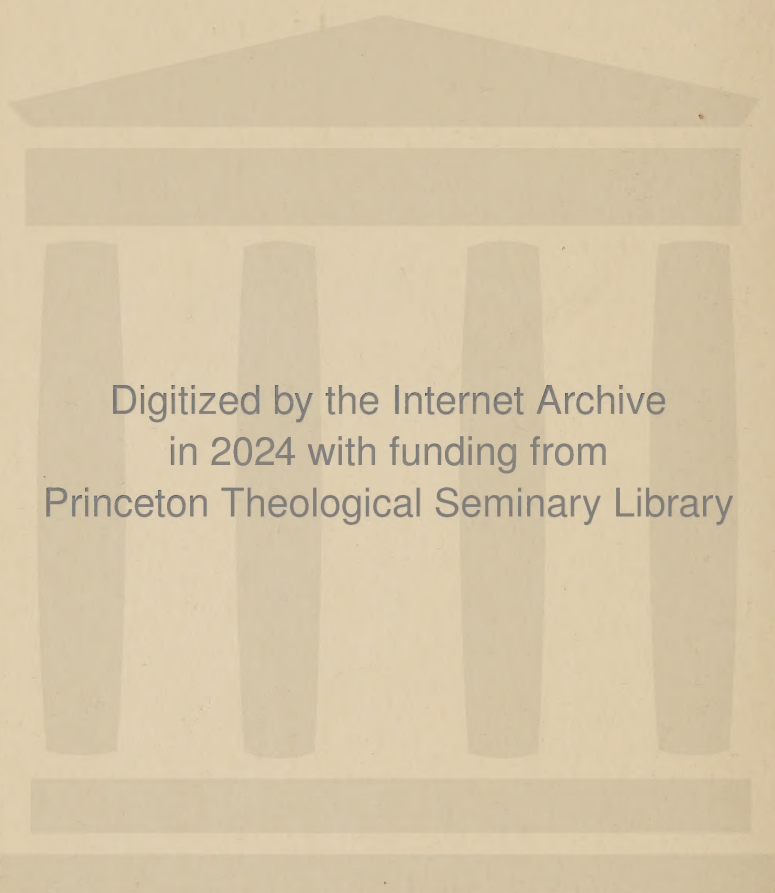




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BOOKS BY WILLIAM WARREN SWEET

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INDIANA ASBURY-DEPAUW UNIVERSITY 1837-1937

MEN OF ZEAL

METHODISM IN AMERICAN HISTORY

CIRCUIT-RIDER DAYS ALONG THE OHIO

A HISTORY OF LATIN AMERICA

OUR AMERICAN CHURCHES

THE RISE OF METHODISM IN THE WEST

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GREENCASTLE, IA., MAY 3-4, 1837.

Sir,

You are respectfully invited by the Trustees of the "Indiana Asbury University" to attend in the town of Greencastle, Putnam  
city, Ia., on Tuesday the 20th of June next, at which time, it is designed  
to celebrate the laying of the corner stone of the principal edifice of said  
University. An address, suited to the occasion, will be delivered on  
that day by the Rev. Henry B. Bascom, of Augusta college, Ky.

We are, very respectfully, your obedient servants,

R. HARDESTY,  
JOHN COWGILL, } Com.  
WM. LEE.

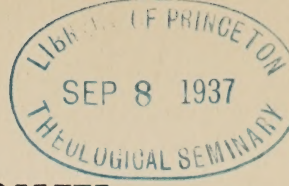
Rev John. A. Brouse

Terre Haute  
Ia

N. B. I have just written to H. B.  
Bascom, and directed him to call on  
you if he should come by the way,  
of Terre Haute and you would  
have arrangements made to convey  
to Greencastle, make my word good  
if you please R. Hardesty

INVITATION TO THE LAYING OF THE CORNERSTONE IN 1837





# Indiana Asbury-DePauw University

1837—————1937

A Hundred Years of Higher Education  
In the Middle West

WILLIAM WARREN SWEET



NEW YORK

THE ABINGDON PRESS  
CINCINNATI

CHICAGO

SWEET  
INDIANA ASBURY-DEPAUW UNIVERSITY 1837-1937

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TO  
THE MEMBERS OF THE AMERICAN HISTORY SEMINAR  
DEPAUW UNIVERSITY, 1926-27.

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Mildred Z. Polak  
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## PREFACE

IN 1926 the trustees of DePauw University requested me to undertake the preparation of a suitable history of the university as a part of the celebration in 1937 of the one hundredth anniversary of its founding. In preparation for this task I conducted a seminar on the history of the university during the academic year 1926-1927, in which a thorough survey was made of all source materials, and a beginning made in their organization. Since this material was in my possession, and a beginning had been made in the preparation of this volume, the trustees requested that I finish the task, even though I had severed my connection with the university.

Mr. Irving F. Brown, of the class of 1914, prepared a brief history of the university, entitled *Indiana Asbury-DePauw University: A History*, which was published as a Bulletin of the university in that year. Although written from a student viewpoint, it represented the first attempt to present the entire history of the university and has served a most useful purpose. Dr. John Poucher, of the class of 1865, a trustee of the university from 1882 to 1898 and a member of the faculty of the School of Theology from 1886 to 1898, was appointed official historian of the university at the time of his retirement from the faculty, and began at once the collection of materials. Though not extensive, these materials have been useful, especially noteworthy being the papers of Dr. William R. Genung, of the class of 1845. Mr. Guy Morrison Walker, of the class of 1890, has shown much interest in the preparation of a history of the university and has not only furnished some valuable personal recollections, but has turned over to me an extensive collection of papers. And finally I wish to recognize the assistance of Dr. Paul R. Sweet, of the class of 1929, whose researches into the early history of

Greencastle furnished materials for portions of Chapter II. Doctor Sweet has also assisted in the preparation of Chapters VIII and XI. Professor Raymond W. Pence, head of the Department of English, and Dean R. G. McCutchan, chairman of the Centennial Committee, have assisted in the selection and arrangement of the illustrations.

WILLIAM WARREN SWEET.

The University of Chicago.



## CHAPTER I

### THE FOUNDING OF DENOMINATIONAL COLLEGES IN THE MIDDLE WEST

THE establishment of small colleges on the successive lines of frontier settlement as population pushed westward, constitutes one of the distinctive features of the development of higher education in America. These colleges were born of the aspirations and ideals of frontier society, nourished by the "efforts and zeal of the older communities in the East." The reason for the multiplication of colleges on the advancing American frontiers is not far to seek. The westward moving population was made up largely of men and women young in years and poor in pocket, and the sending of their sons to older institutions farther east was out of the question; therefore education must be brought to the frontier as the only means of training frontier youth.

The forces of frontier democracy also demanded the decentralization of educational facilities—the multiplication of small colleges scattered here and there over the land rather than the confining of higher education to a few colleges located in distant centers. Absalom Peters, the secretary of the American Home Missionary Society, speaking before the *Society for the Promotion of Collegiate and Theological Education at the West* in 1851, thus explains the educational situation in the West:

The wide extent of country, the prospective increase of population, the form of the government, the independence of the states, and, above all, the Protestant principle of universal education have forbidden such design (the planting of a few colleges at great distances from each other); and the colleges have adapted themselves to their appropriate spheres, in accordance with this state of things. They have thus trained the public mind to feel that a college, in each district of convenient extent, is a blessing to the people. It is therefore placed beyond

all doubt that our country, in the whole extent of it, is to be a land of colleges.<sup>1</sup>

The separation of Church and State during and following the American revolution, in all the states outside of New England, was a matter of large concern for the denominations and their educational plans. Thus in Virginia, previous to the separation of Church and State, William and Mary College had exclusive rights in the field of higher education in that state. The same was true in New York, where King's College occupied the field exclusively. When disestablishment came, other institutions were soon founded, such as Hampden-Sidney and Washington Colleges in Virginia and Union College in New York. In Massachusetts, Harvard College, together with Williams and Amherst, occupied the field of higher education to the exclusion of all others until 1852, when Tufts College was founded. In Connecticut no other institution but Yale was to be found until after the separation of Church and State in 1818.

The famous Dartmouth College Case has an important bearing upon the rapid spread of denominational colleges in the early part of the nineteenth century.<sup>2</sup> The question involved in this famous case was whether denominational colleges were to be free from state control. Public opinion at the opening of the nineteenth century seemed to support the idea of bringing all institutions of higher learning under state control, and for a time King's College, the University of Pennsylvania, and Dartmouth College were taken over by the states in which they were located, and became practically state institutions. During the ten years following the Revolution, religious interest was at a low ebb in America, but, with the passing of this period of religious indifference, as a result of the great revival waves which swept over the

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<sup>1</sup> Peters, Absalom, *Discourse Before the Society for the Promotion of Collegiate and Theological Education at the West* (pamphlet). 1851, p. 13.

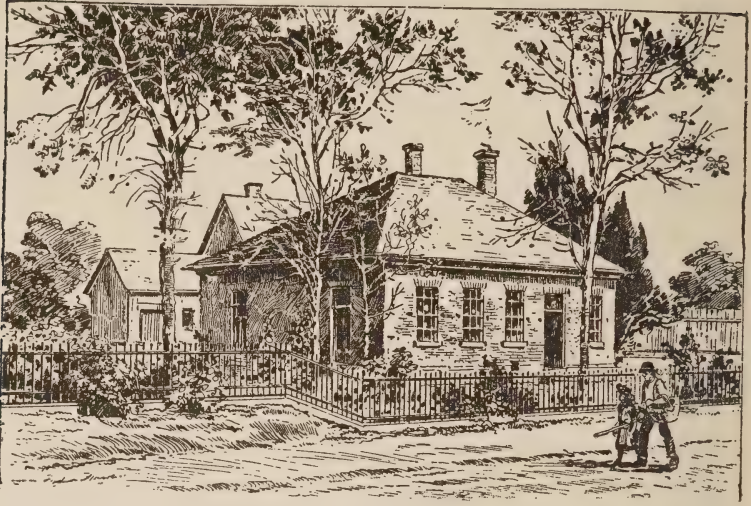
<sup>2</sup> For an excellent brief statement of the issues involved see Tewksbury, D. G., *The Founding of American Colleges and Universities Before the Civil War*. New York: Columbia University, 1932, pp. 64-6.

nation in the latter years of the eighteenth and early years of the nineteenth centuries, a renewed interest in denominational control of higher education naturally resulted.

When Jeffersonian democracy came into power in 1800 with the election of Jefferson to the Presidency they found the colleges of the country under the control of the Federalists or Federalist allies. "If therefore," to quote Beard, "the popular party was to secure control of that upper realm"—higher learning—the existing institutions must be taken over by legislative action or new colleges must be founded, supported, and controlled by the states. As the new political forces grew in power, eventually a Democratic legislature and a Democratic governor were elected in the state of New Hampshire and they soon attempted the conquest of Dartmouth College. A new board of trustees of the right political complexion was appointed; Dartmouth was changed into a university, and became a state institution. The Federalists, representing largely New Hampshire Congregationalism, resisted through the courts, and finally carried the case to the United States Supreme Court. The old board of trustees engaged Daniel Webster, a graduate of the college, to plead their cause.

The chief justice, John Marshall, who hated everything Jeffersonian, was easily convinced by Webster's argument, but it seems that his colleagues on the bench were not, at first, in agreement with him. But when at length the decision was reached, it was announced that the charter granted to the college by King George III was a contract; that the obligation of that contract was transferred to the state with independence, and that under the federal Constitution a state legislature could not impair it. In other words, the famous decision held that there could be no political interference with denominational educational enterprises or privately endowed and controlled institutions of learning. Up to this time the future of the denominational colleges was uncertain, but this decision not only saved existing denominational



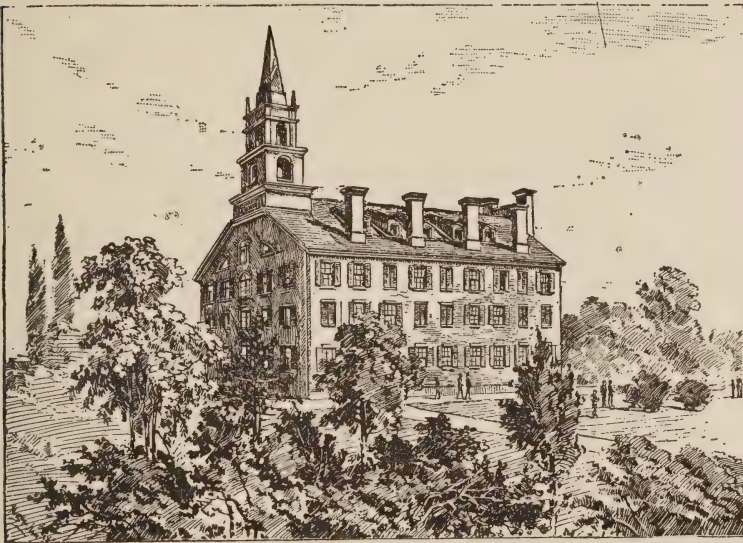


THE RENTED BUILDINGS IN WHICH INDIANA ASBURY BEGAN

## Founding of Denominational Colleges in Middle West 15

colleges from state interference, but it threw open the door for the founding of a multiplicity of new denominational colleges throughout the United States.

As is well known, all the colonial colleges were established in more or less direct association with religious denominations. Thus of the nine colonial colleges, Harvard, Yale, and Dartmouth had been founded by Congregationalists; William and Mary, Columbia or King's College, and Pennsylvania were largely Episcopal foundations; Presbyterians were responsible for Princeton; the Dutch Reformed Church



THE ORIGINAL COLLEGE BUILDING

founded Queen's College (Rutgers), while the Baptists had established the College of Rhode Island or Brown. With the possible exception of Pennsylvania and Columbia all the colonial colleges had been established with the primary view of training ministers. The colleges which were established in the years between independence and the Civil War, were in many of their features reproductions of these earlier colonial institutions, Yale and Princeton furnishing the models

for more frontier colleges than any of the other older Eastern institutions.

With the beginning of the nineteenth century the popular orthodox bodies—the Presbyterians, Congregationalists, Baptists, and Methodists particularly—entered upon an era of rapidly increasing influence throughout the nation. This era was ushered in by a series of revivals which swept over the entire country in successive waves. The forces of irreligion, of rationalism and of deistic thought, which had been dominant in the last two decades of the eighteenth century, were now successfully checked, and “sectarian religion gained a dominance over American life that remained largely unchallenged until after the Civil War.”

It was during this period that the first great migrations of population westward took place, and it was the recognized task of the popular churches, now revived and full of zeal, to devise ways and means of adequately following this moving and restless population, as it pushed its way westward over the Alleghenies into the great valleys of the Ohio and the Mississippi. It was thought that

if churches and schools kept pace with the tide of migration, and these vast solitudes were presently filled by intelligent and Christian population, our country would be a blessing to the whole earth.<sup>3</sup>

It was Lyman Beecher’s opinion that

to plant Christianity in the West is as grand an undertaking as it was to plant it in the Roman Empire, with unspeakably greater permanence and power.<sup>4</sup>

And in the religious conquest of the West the denominational colleges played one of the most important rôles.

Among the most important frontier denominations the Baptist and Methodist far outstripped the Presbyterian and

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<sup>3</sup> *Autobiography of J. M. Sturtevant*, President J. M. Sturtevant, Editor (1896), p. 134.

<sup>4</sup> Tewksbury, *The Founding of American Colleges and Universities*, p. 68, note quoted from Nichols, R. H., *The Growth of the Christian Church*. Vol. II, p. 179 (Philadelphia, 1914).



## Founding of Denominational Colleges in Middle West 17

Congregational in the planting of churches and the gaining of members. Thus in Kentucky in the year 1820 the Methodists and Baptists had in round numbers about 21,000 members each, while the Presbyterians of all kinds, including the newly formed Cumberland group, had but 3,700, and all other denominations had less than 1,000 members. These proportions hold good for most of the frontier communities of the period. But while the Presbyterians and Congregationalists were far surpassed by Methodists and Baptists in gaining numbers on the frontier, the former were more active in college building, and far more important as an educational and cultural influence.

Of the forty permanent colleges established in the United States between the years 1780 and 1829 in all sections of the country, thirteen were established by Presbyterians, five by Congregationalists, six by Episcopalians, one by Catholics, three by Baptists, one by the German Reformed, and by the states eleven. Of these forty colleges, fourteen were located west of the Allegheny Mountains, and of the fourteen, seven were founded by Presbyterians, one by Congregationalists and Presbyterians working together, one by Baptists, one by Episcopalians, while the remaining four were established by the states. Of these four first state institutions established in the New West all were begun under Presbyterian influence.

The reasons for the predominance of Presbyterianism in the field of higher education, particularly in the West, to about 1830 are clearly discernible. In the first place, Presbyterianism possessed a long-standing tradition of a trained ministry. Even in the colonial period, when the large Scotch-Irish immigration called for more ministers than could be supplied, there was no letting down in the educational standards required of ministers. It is true that all Presbyterian ministers were not college graduates in the New West, but even in that case the presbyteries were insistent that all ministers entering presbytery should be trained, though in some cases education was self-acquired.

A second reason accounting for the predominance of Presbyterian influence in higher education in the West was the fact that a relatively large proportion of the early Presbyterian ministers in frontier communities conducted schools as well as ministered to their congregations. As a matter of fact, the average Presbyterian minister-teacher was without doubt the best equipped schoolmaster to be found in the West. Collections of frontier Presbyterian documents disclose a great number of subscription lists and petitions for schools, to be conducted by the ministers.<sup>5</sup>

The famous "Log College" of William Tennent at Neshaminy, Pennsylvania, the forerunner of the College of New Jersey (Princeton), furnished the model for numerous schools conducted by Presbyterian ministers, and a whole series of "Presbyterian Log Colleges" resulted. Thus Samuel Blair, a graduate of Tennent's "Log College," established another "Log College" at Fagg's Manor in Chester County, Pennsylvania, and from this school came Samuel Davies, later president of Princeton, besides John Rogers, James Finley, and Robert Smith, all of whom became educational and religious leaders of distinction. Samuel Finley established another such school at Nottingham, Pennsylvania, the most famous of whose graduates is Dr. Benjamin Rush. Another such school was that at Pequea, in Lancaster County, Pennsylvania, founded by Robert Smith, a graduate of Tennent's "Log College," and from this school came John McMillan, who in turn established a "Log College" in the Redstone country in southwestern Pennsylvania, from which came Jefferson College. Washington College, which later united with Jefferson College to form Washington and Jefferson College, likewise grew out of an academy begun by an early western Pennsylvania Presbyterian minister, Thaddeus Dodd.

The Rev. Samuel Doak, the father of Tennessee Presbyterianism, established an academy in connection with his

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<sup>5</sup> MS. subscription list in the Shane Collection, Presbyterian Historical Society. See Sweet, W. W., *Religion on the American Frontier: The Presbyterians*. New York, 1936, Chapter III.

## Founding of Denominational Colleges in Middle West 19

church, which was chartered as Washington College in 1795.<sup>6</sup> Thomas B. Craighead, Hezekiah Balch, and Samuel Carrick were all Scotch-Irish Presbyterian ministers and all were engaged in teaching in Tennessee as well as preaching. Carrick came to Tennessee and settled near Knoxville, where he formed a church, and in 1794 Blount College was organized and Carrick became the first president.<sup>7</sup>

Wherever there was a Presbyterian church in early Tennessee there was usually a Presbyterian school. It should be said that when the Presbyterian ministers conducted schools, this was not usually done as Presbyterians, but, rather, as citizens, and students were received and welcomed from all denominations.

Likewise, the educational history of Kentucky began with schools conducted by Presbyterian ministers. Transylvania Seminary, incorporated in 1783 and granted 20,000 acres of land by Virginia, was begun under Presbyterian influence. The Rev. David Rice, the father of Presbyterianism in Kentucky, was the first chairman of the board of trustees, and the school was opened in Rice's house near Danville. Later (1788), when the school was moved to Lexington, the liberal element got control and for a time Presbyterian influence waned, and a new school was formed by the Presbyterians in 1797 called Kentucky Academy. The following year (1798), the liberals having lost control of Transylvania Seminary, the two schools were merged as Transylvania University. The new university, though a state institution, was under Presbyterian control until the liberals again captured it in 1818 with the election of Horace Holley, of Boston, to the presidency. The Presbyterians accordingly again withdrew and formed a new college at Danville, which in 1823 opened as Centre College.<sup>8</sup>

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<sup>6</sup> Sanford, E. T., *Blount College and University of Tennessee; University of Tennessee Record*, July, 1898, p. 242.

<sup>7</sup> *University of Tennessee Record*, July, 1898, p. 269. Also Sanford, E. T., *Blount College and University of Tennessee*, p. 13.

<sup>8</sup> Davidson, Robert, *The Presbyterian Church in Kentucky*, New York, 1847, pp. 289ff.

The influence of Presbyterianism in the establishment of state institutions in the new states west of the Alleghenies is significant. We have already noticed the Presbyterian influence in the establishment of Transylvania University in Kentucky, which was from its beginning a semistate institution. In Tennessee, Blount College (renamed East Tennessee College) and Cumberland College, both Presbyterian institutions, served the state as semistate institutions, though both remained under Presbyterian control and had Presbyterian affiliations. In Ohio, Ohio University at Athens was chartered by the legislature in 1804 as a state institution, but like the Kentucky and Tennessee state institutions, it, likewise, was under Presbyterian influence, as was Miami University also. From its opening in 1824 for more than sixty years, Miami University's presidents without exception were ministers of the Presbyterian Church.<sup>9</sup>

The Indiana State Seminary at Bloomington, established in 1820, became Indiana College in 1828, and Indiana University in 1838. From its beginning it too was dominated by Presbyterian influence. In all the states west of the Allegheny Mountains where state colleges or universities had been established before 1830, all of them, with the exception of Alabama, had been largely manned and controlled by Presbyterians.<sup>10</sup>

The Methodists and Baptists during the first two decades of the nineteenth century seemed to have accepted, more or less as a matter of course, this Presbyterian and Congregational control of higher education throughout the country. But, beginning in the 'twenties and continuing to the Civil War, both Baptists and Methodists entered upon an era of college founding unprecedented in the history of denominational activity. In 1830 the Methodists had not established a single permanent college, but by 1860 Methodist institu-

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<sup>9</sup> Knight, G. W., and Commons, J. R., *The History of Higher Education in Ohio*. (United States Bureau of Education.) Cir. Inf., 1891, No. 5, p. 15.

<sup>10</sup> The University of Alabama was provided for in 1820 by legislative enactment, but was not opened until 1831. Its first two presidents were Woods and Manly, both Baptist clergymen, and the Baptists were from the first influential in the direction of its policy. Tewksbury, *op. cit.*, p. 197, Note.



## Founding of Denominational Colleges in Middle West 21

tions of higher learning had been founded in every section of the land. Of the Methodist colleges now in existence thirty-four were established between 1831 and 1860. By 1830 the Baptists had established four of their permanent colleges, but between that date and 1860 twenty-one additional institutions of higher learning had been established, making twenty-five in all. By the latter date both Methodists and Baptists had colleges in nineteen states.

By the eighteen twenties both Baptists and Methodists had inaugurated national educational policies. The Baptists were busy forming State Conventions and State Educational Societies, and the slogan adopted, "Every state its own Baptist college," was soon coming true in the establishment of Baptist institutions of higher learning.

The first attempts of the American Methodists to establish colleges were all failures. This failure was partially owing to the fact that their early institutions were located in the Eastern section of the United States, where they came in competition with the older established colleges, but the chief reason for their failure was undoubtedly the lack of demand on the part of the American Methodists for an educated ministry, together with the prevailing poverty.

Cokesbury College had been carefully planned by Thomas Coke and Francis Asbury previous to the meeting of the Christmas Conference (1784), and these elaborate plans were adopted by the Conference. The next year the cornerstone of the college building, located in Abingdon, Maryland, was laid by Asbury, and in 1787, two years before Washington began his first term as first President of the United States, the college began operation. For eight years Cokesbury carried on with moderate success, but when in 1795 the building was burned to the ground, Bishop Asbury doubtless breathed a sigh of relief as he recorded in his *Journal*:

Cokesbury College is consumed to ashes, a sacrifice of about ten thousand pounds in about ten years. Its enemies may rejoice, and its friends need not mourn. Would any man give

me ten thousand pounds a year to do and suffer again what I have done for that house, I would not do it.<sup>11</sup>

Two other attempts were made to establish a Methodist college in Baltimore in the years following the destruction of Cokesbury, the first in 1796 and the second in 1816, but both failed. These early failures convinced Bishop Asbury that God did not intend that the Methodists should establish colleges, and, accordingly, he began to urge the founding of schools of lower grade. This became the established educational policy of Asbury during the later years of his life, and a number of academies and schools under Methodist supervision were established in Virginia, North Carolina, Georgia, Kentucky, and Pennsylvania. It is a singular fact, however, that none of the schools in which Asbury had a hand in establishing became permanent institutions. One of the principal reasons for this is that most, if not all of them, were unwisely located in out-of-the-way places, which handicapped them both in securing students as well as gaining financial support.

The General Conference of the Methodist Episcopal Church in 1820 recommended to all the Annual Conferences that they establish as soon as practicable literary institutions under their control. At this same General Conference also legislation was enacted permitting the bishops to appoint traveling preachers as officers and teachers in schools and colleges. Previously the Church had discouraged preachers from leaving the active itinerancy to engage in teaching. These two legislative enactments were largely responsible for numerous attempts on the part of Annual Conferences to establish colleges under their patronage, and the next twenty years (1820-1840) may well be termed the great college-building era in American Methodism.

The story of the first attempts to establish Methodist col-

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<sup>11</sup> "The plan for Erecting a College, Intended to Advance Religion in America, to be Presented to the Principal Members and Friends of the Methodist Episcopal Church," Bangs, Nathan, *History of the Methodist Episcopal Church*. Vol. I, pp. 330-40.

leges after 1820 is soon told. First on the list stands Augusta College, the joint child of the Ohio and Kentucky Annual Conferences. The first step in its founding was made at the Ohio Conference in 1820, and after gaining the co-operation of the Kentucky Conference the institution was opened at Augusta, Kentucky, in 1822. For twenty-seven years, or until 1849, Augusta College carried on its work. By that time the Church had divided over the slavery issue, and the Kentucky Conference of the Methodist Episcopal Church, South, had taken over Transylvania University, and Augusta found it impossible to carry on. In 1826 the Pittsburgh Conference planned a college at Uniontown, Pennsylvania, known as Madison College, of which Henry B. Bascom was the first president, who in 1839 was the speaker selected to lay the cornerstone of Indiana Asbury's first building. The career of Madison College was much shorter than Augusta, for soon after the resignation of President Bascom in 1829 the college was compelled to close its doors because of inadequate support.

While the story of the founding of the first Methodist institutions of college grade is a tragic one of fires and failures, yet by 1817 the American Methodists had succeeded in establishing their first permanent academies. First of these, Wilbraham, established at Newmarket, New Hampshire, in 1817, and removed to Wilbraham, Massachusetts, in 1825, is still carrying on. Next came Cazenovia (New York) Seminary, founded by the Genesee Conference in 1824; third came Maine Wesleyan Seminary in 1825, and then a whole series of institutions in both North and South.

The eighteen thirties were extraordinarily fruitful from the standpoint of Methodist college founding. In 1831 Wesleyan University at Middletown, Connecticut, was established and then followed in rapid succession Randolph-Macon in Virginia (1833), Dickinson and Allegheny Colleges, both in Pennsylvania and both originally Presbyterian institutions but (1833) now taken over by the Methodists, and McKendree College in Illinois, chartered in 1834. Thus

in American Methodist educational chronology Indiana Asbury University, established in 1837, stands sixth in point of age. The founding of Indiana Asbury University furnishes an excellent example of an institution which was established, at least in part, out of resentment over the dominant Presbyterian influence in education in the West.



## CHAPTER II

### INDIANA ASBURY UNIVERSITY: BEGINNINGS

IN the year 1832 there were in the state of Indiana more than twenty thousand members of the Methodist Episcopal Church, and the General Conference of that year, meeting in Philadelphia, took the wise step of setting aside all the circuits and stations in the state of Indiana and a narrow strip in the southern part of Michigan territory and forming them into the Indiana Conference. The whole state had now been covered with a network of districts, circuits, and stations, with sixty traveling preachers. Among these preachers there was not a single college graduate, though it must not be thought that there were no educated men among them. In 1832 Edward R. Ames, later to become a bishop, was the junior preacher on the New Albany and Jeffersonville Circuits. Joseph Tarkington, the grandfather of the distinguished Booth Tarkington, was the senior preacher on the Whitewater Circuit; James Havens, the rough-and-ready old pioneer, was the presiding elder of the Madison District; over the Indianapolis District presided Allen Wiley, a man of exceptional gifts; the quick-witted Irishman, James Armstrong, was the superintendent of the Missionary District, which included the northern section of the state and that part of the Conference in Michigan territory, while Calvin W. Ruter, the first secretary of the Conference, and one whose name was to be conspicuous in Indiana Methodism for many years, presided over the church in the city of Indianapolis. The capital city was barely ten years old, but was soon to grow to be the most populous as well as the most important city in the state.

At the first session of the Indiana Conference, which convened at New Albany on October 17, 1832, among the early committees appointed was one "to take into consideration the propriety of building a Conference seminary." The

three members on this committee were C. W. Ruter, A. Wiley, and James Armstrong. On Saturday the twentieth the committee was ready with its report.

The report of the committee is worthy of reproduction in full:

Next to the religion of the Son of God your committee consider the light of science calculated to lessen the sum of human woe and to increase the sum of human happiness. Therefore we are of the opinion that the means of education ought to be placed within the reach of every community in general, so that all may have an opportunity of obtaining an ordinary and necessary education. From observation and information, your committee are well convinced that where superior schools and colleges are neglected ordinary schools are almost universally in a languished state. And many persons are reared, and live and die without any education. We therefore think that Seminaries and Colleges under good literary and moral regulations are of incalculable benefit to our country, and that a good Conference Seminary would be of great and growing utility to our people. We are aware that when a Conference Seminary is named, some of our preachers and many of our people suppose we are about to establish a manufactory in which preachers are to be made. But nothing is farther from our views, for we are fully of Mr. Bernge's opinion who, when comparing ministers to pens, observes, "that although the Seminaries have been trying to make pens for some hundreds of years, they will not write well till God nibs them."

When we examine the state of the literary institutions of our country, we find a majority of them are in the hands of other denominations (whether rightfully or otherwise, we do not take it upon ourselves to determine) whose doctrine in many respects we consider incompatible with the doctrines of revelation, so that our people are unwilling (and we think properly so) to send their sons to those institutions. Therefore we think it very desirable to have an institution under our own control from which we can exclude all doctrines which we deem dangerous; though at the same time we do not wish to make it so sectarian as to exclude or in the smallest degree repel the sons of our fellow citizens from the same.

To accomplish the foregoing desirable objects we most earnestly recommend to the Conference the use of the means that

will lead to the end. We would advise that the Presiding Elders of the several districts be required to collect all the information in their power in reference to an eligible site, and the means to build, and present the same to the next Conference. All of which is respectfully submitted.<sup>1</sup>

C. W. RUTER,  
A. WILEY,  
JAMES ARMSTRONG.

The report of this committee reflects the attitude of Methodist leaders generally at this period relative to theological seminaries. They did not object to educated ministers, if their preparation had been made previous to their call to preach, but, once having been called, it was a waste of time to prepare further, since God would not call an unprepared man. Some of the frontier preachers, Peter Cartwright and Alfred Brunson, for example, had the utmost contempt for theologically trained ministers. Cartwright compared them to "lettuce growing under the shade of a peach tree," while Brunson's opposition was based on the conviction that theological schools turned out "learned dunces and second- and third-rate preachers."

The next action toward the establishment of a "Conference Seminary" was taken by the Conference at its session in 1833, when the five presiding elders, Wiley, Armstrong, Havens, Thompson, and Shanks, were appointed a committee "to make inquiries relative to the establishment of a Conference Seminary."

Meanwhile the sentiment seems to have been growing that before final action be taken toward the establishment of an institution under the control of Indiana Methodists, an attempt should be made to secure an equitable share of privileges in the State College at Bloomington.

It was inevitable, as has already been suggested, that Presbyterian ministers should have a large share in the establish-

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<sup>1</sup> *Minutes of the Indiana Conference, 1832-1844*, published as Part II, Sweet, W. W., *Circuit-Rider Days in Indiana* (Indianapolis, W. K. Stewart & Co., 1916), pp. 101-3.

ment of state institutions of learning in the West, since they represented generally the best educated single group in the new country. The Board of Trustees of Indiana College was a closed corporation, the board having the power of filling vacancies. The truth seems to be, however, that the board had always been careful to have "all sects, parties, and interests fairly represented," but the Methodists, now much more numerous in Indiana than the Presbyterians, were sure that they were not being fairly treated, since the faculty was overwhelmingly Presbyterian and had been since the opening of the State Seminary at Bloomington in 1824.<sup>2</sup> At this time there was a Methodist member of the Board of Trustees of the State College and he proposed that a "Wesleyan chair" be established at Bloomington, but it seems that this request was denied until 1836, when the authorities of the State College elected Augustus W. Ruter, a Methodist, to the professorship of political economy and modern languages.<sup>3</sup> By this time, however, Greencastle had been selected as the seat of a new Methodist university.

At the session of the Indiana Conference in 1834 a committee was appointed to prepare a petition to the legislature, asking that the election of the members of the Board of Trustees be taken out of the hands of the board itself and restored to the legislature.<sup>4</sup> In the memorial it is stated:

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<sup>2</sup> *Indiana University, 1820-1920: Centennial Memorial Volume*. Bloomington, Indiana: Indiana University, 1921. Part I: *History of Indiana University*, by David Demaree Banta, pp. 102-7.

<sup>3</sup> Goodrich and Tuttle, *History of Indiana*.

<sup>4</sup> The resolution reads as follows:

"Resolved, that this conference memorialize the Legislature of this state, praying that that honorable body, in their wisdom, to devise some measure by which the principal denominations of Christians in this state may have their due proportion of influence in the faculty of the State College at Bloomington, and that a committee of three be appointed to draft a memorial and present it as soon as practical.

"Resolved, second, That Presiding Elder and Preacher in charge use their influence to have the people to petition the Legislature on the same subject, and that a committee of three be appointed to draft a form suitable for such a petition. (Signed) C. W. Ruter, William Shanks" (*Minutes Indiana Conference*, Sweet, *op. cit.*, p. 127).



We would impress it upon your honorable body that literature belongs to no one denomination of persons, and that no one exclusively, should be allowed to possess the keys that unlock her treasures. We apprehend that the funds of our State College were designed by their munificent donors to patronize science and advocate the cause of general literature and not of religious sects, and should it be divested from its original design (directly or indirectly) the donors are despoiled of a rich inheritance, and the legacy itself betrayed to a very questionable purpose. . . . We look in its (State College) charter and read that the places of president, professors, and tutors are open, soliciting capacity to occupy them without regard to religious professions or doctrines. We then turn our eyes on the faculty from the organization of the Institution up to this hour and we see one common hue, one common religion characterize every member, as if capacity and fitness were confined to one church and one set of religious opinions.

This memorial was signed by the members of the Conference and at least six other similar memorials were presented to the legislature,<sup>5</sup> numerous signed, all of which were referred to the Committee on Education.

On the presentation of these memorials to the legislature we are told that "a storm of indignation was raised among those who controlled the State University," who charged that the Methodists were attempting to capture the institution and to reorganize it for church purposes. This of course the Methodists indignantly denied and an angry debate in the legislature followed, during which it was stated by Samuel Bigger, a Presbyterian from Rushville, "that there was not a Methodist in America with sufficient learning to fill a professor's chair if it were tendered him." In 1840 Samuel Bigger was elected governor of Indiana, but three years later, when he was up for re-election, and when there was no "log-cabin and hard cider" campaign to swing the votes in his favor, he was defeated, and it is stated that it was Methodist revenge which had accomplished his defeat.<sup>6</sup>

<sup>5</sup> *House Journal* (Indiana), 1834, pp. 82, 148, 155, 228, 236, 293, 368.

<sup>6</sup> Woolen, W. W., *Biographical and Historical Sketches of Early Indiana*. E. R. Ames, later a bishop, but at that time secretary of the Missionary

While this agitation was at its height the following article signed "Indiana Itinerant" appeared in the *Western Christian Advocate*,<sup>7</sup> which doubtless expressed the majority opinion of the members of the Indiana Conference:

Fancy, yes, fancy with her magic wand, led us all, or nearly all to believe that if we could secure to ourselves a share in the faculty of the Bloomington College, no more would be necessary. And when a petition upon the same subject, was put in the hands of —— to circulate among his people, he determined not to be behind—and the petition from the people of his county has gone on to the legislature, and from all I can gather, and judging from every circumstance, we feel no hesitancy in saying, our memorial, and the few partial petitions from the people, will have no more effect upon the minds of our intelligent legislators than so many pale moonbeams playing upon a piece of ice.

Brethren, look at this subject again. We have 24,000 communicants; the Presbyterians have 4,000; and yet we must fly to the strong arms of legislation to get our share in the faculty of a state institution, the charter of which gives us primarily the same chance that it gave them. If we have lost by negligence, let us rather establish one of our own. If they have been able, notwithstanding the comparative smallness of their numbers, and with the state college under their control, to establish the very flourishing institution at South Hanover, cannot we, with a much greater number, bring all our forces to bear on the same point, and establish a college or seminary of our own? Have other denominations wealth? So have we. Have they men who are willing to sustain them in their enterprise? So have we. Have they A. M.'s and A. B.'s to compose their faculties? So have we. Why stand we here all the day idle?

The fate of the petitions to the legislature evidently convinced the Conference leaders that there was no chance to secure what they desired in regard to the State College, and their thought was now turned earnestly toward the establishment of their own institution. At the session of the Con-

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Society of the Methodist Episcopal Church, stated that "it was the Amen corner of the Methodist church that defeated Governor Bigger, and I had a hand in the work."

<sup>7</sup> *Western Christian Advocate*, January 9, 1835.

ference meeting in Lafayette in 1835 the Committee on Education reported an elaborate plan for the establishment of a Methodist university to be known as Indiana Asbury University. A capital stock of an indefinite number of shares of \$100 each was to be raised, each purchaser of a share to have the privilege of sending one student for six years to the university. Ten thousand dollars was the sum agreed upon as sufficient to endow a professorship and \$250 was to be the price of a scholarship for a term of twenty years.<sup>8</sup> Nor were the small givers to be neglected, for it was also provided that five-dollar and one-dollar subscriptions were to be established. The presiding elders and preachers were to be the agents in carrying out this program of money-getting. Provision was also made for finding a suitable location for the new university, the plan being to start a competition between two or more towns in bidding for the institution, and a committee of nine representing Indianapolis, Madison, and Terre Haute was appointed to see that the competition be got under way.

When the Conference of 1836 convened in Indianapolis, representatives from several towns were present and were invited to sit within the bar of the Conference. Calvin Fletcher was the representative from Indianapolis, General Tilghman A. Howard pleaded the cause of Rockville, J. Townshend presented the advantages of Putnamville, and Doctor Tarvin Cowgill urged the attractions of Greencastle. Lafayette and Madison also were bidding for the new university.

General Howard representing Rockville had the largest subscription, and he also made a very able speech in favor of the location of Indiana Asbury at that place. Doctor Cowgill, learning of the large subscription presented by Rockville, which was \$20,000, called upon friends who were present to increase Greencastle's offer to \$25,000. Calvin Fletcher, who spoke for Indianapolis, according to the recol-

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<sup>8</sup> *Minutes of the Indiana Conference, 1835*, printed in Sweet, *op. cit.*, pp. 148-50.

lections of Joseph Tarkington, did not labor hard for it, saying, "It was not good for boys to be away from home and in as large a place as Indianapolis would some day be."<sup>9</sup> When in the course of his speech General Howard admitted that there were some chills and fever at Rockville, Mr. Fletcher was led to concede that some even died in Indianapolis, but Doctor Cowgill contended that "people never die in Greencastle, although for convenience they have a cemetery there." After some discussion a vote was taken, and on the second ballot Greencastle, having a majority of all the votes cast, was selected as the seat for the new university.

Commenting on the reason for the selection of Greencastle a contemporary states that it was the choice of the Conference for two reasons: first, because it had the largest and most reliable subscription; secondly, because of the healthfulness of its location. Eventually the people of the town carried out their agreements, procured the site and erected the building according to their contract. Altogether the citizens of Greencastle contributed \$30,000 for the site and building, and that at a time when money was scarce and times hard.<sup>10</sup>

In the year 1836, when Greencastle was chosen as the seat of the new Methodist university in Indiana, the town had been in existence not more than twelve or thirteen years. The section of land on which Greencastle now stands was entered between the years 1821 and 1823 by six men, Ephraim Duke entering the largest amount at one time, 160 acres, on June 25, 1821.<sup>11</sup> Putnam County was formed from Owen and Vigo counties by an act of the legislature<sup>12</sup> on

<sup>9</sup> Tarkington, Joseph, *Autobiography*, edited with introduction by T. A. Goodwin. Cincinnati, 1891, pp. 131, 132.

<sup>10</sup> Holliday, F. C., *Indiana Methodism*. Cincinnati, 1873, p. 320.

<sup>11</sup> The other entrants were Martin Hunter, 80 acres, October 17, 1822; John W. Clark, 80 acres, September 17, 1822; Joseph Orr, 80 acres, April 21, 1823; Martin Hunter, 80 acres, November 4, 1822; Isaac Legg, 80 acres, April 11, 1823; Hiram Catlin, 80 acres, May 19, 1823 (Records Putnam County, Indiana).

<sup>12</sup> See *Laws of Indiana*, Sixth Session, 1821-2, December 31, 1821; also *Laws of Indiana*, Seventh Session, 1822-3.



December 31, 1821, and named for Rufus Putnam—not Israel Putnam, as usually asserted. Rufus Putnam was a revolutionary soldier and a man of large importance in the early years of the Northwest Territory. Commissioners were appointed to fix the seat of justice in the new county, and their first meeting was held on the second Monday of April, 1823, at the home of John Butcher. An earlier meeting had been called May 1, 1822, at the home of James Athey, but for some reason the commissioners failed to function. Butcher's house was but a short distance from the present site of Greencastle, and when an offer of seventy acres of land was made to them by Ephraim and Rebecca Duke for a county seat, the offer was at once accepted. A short time later an additional eighty acres was added by John Wesley Clark, a son-in-law of Duke's. On September 27, 1823, the deed of Ephraim Duke was recorded, "in consideration of the location of the county seat of Putnam County, aforesaid, at the town of Greencastle." The deed is signed by Ephraim Duke, while Rebecca Duke, his wife, made her mark:

her  
(Rebecca X Duke).  
mark

The early settlers of Greencastle and Putnam County were largely of Southern stock, the largest percentage having come immediately from Kentucky, though many had previously lived in Virginia and North and South Carolina. Thus Dr. Alexander C. Stevenson, who was chosen first president of the board of trustees of the new institution, came from Montgomery County, Kentucky. The Cowgills, the Talbotts, the Denneys, the Hazellitts, the Hays, were all Kentucky families.<sup>13</sup> Dr. A. C. Stevenson says that the early settlers were generally young married people, or at least people with young families. "Old or infirm persons were rarely seen,

<sup>13</sup> For the origin of Greencastle families see the Records of the D. A. R.; *Deed Records* in the office of the Putnam County Auditor; Obituary notices and biographies of early settlers in files of the *Greencastle Banner-Times*, March 10, 1893; March 24, 1893; see also Weik, Jesse, *History of Putnam County*, Indianapolis, 1910, pp. 264, 267, 274, 275, 280, 282, etc.

such not choosing to emigrate to a new country. This made the population physically a good one. . . . They were made up of the more hardy and adventurous of several of the adjoining states. Kentucky was largely represented; east Tennessee had a good representation of hardy, vigorous men; North Carolina was fully represented by a vigorous set of men of rather more honesty than could in all cases be claimed by others—North Carolinians paid their debts.”<sup>14</sup>

Ephraim Duke, the donor of the land upon which Greencastle was located, was originally from Greencastle, Pennsylvania, having come to Indiana probably by way of Kentucky. This is quite evidently the origin of the name “Greencastle,” Indiana, though the question as to how the town received its name has been in dispute.

Among the prominent citizens of Greencastle in the early day none stood higher than Dr. A. C. Stevenson and William H. Thornburg. Doctor Stevenson was born in Woodford County, Kentucky, in 1802 and came to Indiana in 1821, when he entered land in Parke County. Later he returned to Montgomery County, Kentucky, and began the study of medicine in the office of a Doctor Walker, but later he entered Transylvania University Medical School, where he graduated. He returned to Indiana in 1826 and was one of the first physicians in Putnam County. His first operation was the amputation of a man’s leg, which he successfully accomplished with a fine-tooth saw and a pocket knife. Fortunately, the man recovered and the young physician’s reputation was thereby established. He early became a leader in the temperance movement and delivered the first temperance lecture in Greencastle the year of his arrival. He was a zealous advocate of free schools and was almost a lifelong trustee of Indiana Asbury University. He was also a member of the Indiana House of Representatives for four terms, serving for a time as speaker. He was also a state senator three terms; was a member of the Constitutional Conven-

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<sup>14</sup> Stevenson, A. C., *Putnam County Republican Banner*, March 4, 1869, “Recollection of Early Settlement of Putnam County.”

tion of 1850 and there made one of the most influential speeches. He retired from active practice of medicine in 1843 and thereafter devoted himself to scientific farming. He imported from England the first shorthorn cattle into Indiana and was responsible for building the first gravel road in the county.

William H. Thornburg was a native of Washington County, Virginia, and was born in 1804. Prior to his coming to Indiana in 1824 he had been captain of a steamboat on the Mississippi, plying between Nashville, Tennessee, and New Orleans. He later returned to steamboating after the death of his wife, but was back in Greencastle in 1830 and was soon engaged in mercantile business, and for many years was regarded as Greencastle's most prominent citizen.

Thornburg was a leading and influential member of the Methodist Church and took an active part in the erection of two of the first Methodist church buildings in the town, the first located at the corner of Poplar and Indiana streets, the second, Roberts Chapel, now the Presbyterian church. To both he contributed time and money. He erected the first brick building in the town in 1835, and in 1858 built the largest edifice in the town, known as the Thornburg Block. He also erected a residence at the corner of Franklin and Locust streets, which at the time surpassed anything of its kind in the region in grandeur and magnificent proportions. He was one of the original stockholders and early promoters of the Terre-Haute and Richmond Railroad (now the Vandalia), devoting much time to the securing of the requisite amount of stock subscriptions in the county. He was one of the earliest trustees of Indiana Asbury University, continuing as such with two short intermissions from 1837 to 1860.

It was undoubtedly the influence of such energetic and resourceful citizens as Stevenson and Thornburg which accounts for Greencastle's successful bid for the location of the new Methodist university.<sup>15</sup> Some of the other influen-

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<sup>15</sup> *Putnam Republican Banner*, May 27, 1869. See also article by A. C. Stevenson, *ibid.*

tial Greencastle Methodists of the time were William Talbott, Rees Hardesty, James Talbott, William Holland, Isaac Peck, Colonel Farrow and Henry Foster. As early as 1837 Greencastle and vicinity was a Methodist stronghold, for in that year the Greencastle and Putnamville station reported a membership of 231, while the Greencastle Circuit had a membership of 495.<sup>16</sup>

In 1837 Greencastle was a village of about five hundred people. The houses were generally one-story frame or log buildings strung along naked, ungraded streets, which, in early spring especially, were often little more than seas of mud. The town had been built in the midst of a forest, which was now partly cleared, and was ugly with stumps and fallen logs. In 1826 Dr. A. C. Stevenson made a trip to the region of Bainbridge, in which he passed through a dense forest. He states: "My impression was that this [region] would never be settled. Its extent was almost incomprehensible. When I looked to the north and to the west, an unbounded wilderness never to be reclaimed and improved" met his vision. Settlers, however, were rapidly moving in, and "new cabins were rising in all directions, covered with new boards, and walls 'scutched' with the hand ax, while the floors were made of wide puncheons. The chimneys were of wood and mortar and looked clean and new—everything was lovely."<sup>17</sup>

Though the Conference of 1836 had selected Greencastle as the site of the new university, the institution was yet far from a reality. The next important step was the drawing up of a suitable charter to be submitted to the legislature for ratification. The committee appointed by Bishop Robert R. Roberts to draft a charter was composed of Allen Wiley, C. W. Ruter, and S. L. Robinson, while the presiding elder of the Indianapolis District and Calvin Fletcher were appointed to present the charter when completed to the legis-

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<sup>16</sup> *Minutes of the Annual Conferences of the Methodist Episcopal Church for the years 1829-1839*, Vol. II (New York), p. 428.

<sup>17</sup> Stevenson, A. C., *Putnam Republican Banner*, May 27, 1869.



lature. These men were also authorized to admit any alterations or amendments which in their opinion would not be fatal to the interests of the institution. All of these instructions were duly carried out, and the charter was presented to the 1836-37 session of the General Assembly and was granted on January 10, 1837.<sup>18</sup>

The charter as adopted contained eleven sections and a preamble. The first section provided for a board of trustees<sup>19</sup> consisting of twenty-five members, and set the date for the first meeting. The next section set forth the powers of the trustees to control the property, finances, and business of the new institution; while section four gave authority to the Indiana Conference to create a board of visitors and to fill the vacancies in the board of trustees as they occurred. Section five provided that each trustee should take an oath of office, administered by any justice of the peace in Indiana, and named the officers of the board and listed the duties of each; section six gave authority to the trustees to devise a seal, and defined their duty in reference to the selection of the president and faculty of the university, while section seven fixed the number of meetings to be held each year. Sections eight and nine gave authority to the trustees for receiving money and donations, to provide for a public commencement and public examinations, while sections ten and eleven declared that the charter was to be interpreted liberally and provided that every tenth year the legislature was to have the right to alter or amend the charter, provided no change was made in the fundamental principles upon which the institution was established.

The first meeting of the Board of Trustees was held on the first Monday in March, 1837. The oath of office was admin-

<sup>18</sup> *Forty-Fifth Year Book of DePauw University*, p. 6.

<sup>19</sup> The following were the members of the first Board of Trustees: Robert R. Roberts, John Cowgill, A. C. Stevenson, William H. Thornburg, William Talbott, Rees Hardesty, Joseph Crow, John W. Osborne, Thomas Robinson, Hiram E. Talbott, James Montgomery, Daniel Sigler, Isaac Matkins, Tarvin W. Cowgill, William Lee, William W. Cooper, Calvin Fletcher, Gamaliel Taylor, Martin M. Ray, Isaac C. Elston, S. E. Leonard, W. W. Hitt, Joseph A. Wright, Tilghman A. Howard, and Jacob Hays.

istered as provided in the charter, and Dr. A. C. Stevenson was chosen president of the board, T. W. Cowgill was elected secretary and Rees Hardesty treasurer. The first business after the election of officers was the selection of fourteen acres of ground in the southern part of the town plot of Greencastle as a site for the new institution. This location was described by a contemporary as uniting "beauty and convenience." The board also at its first meeting secured the use of the county seminary building for a preparatory department at a rental of \$200.<sup>20</sup> The Preparatory School was to begin operations as soon as a suitable teacher could be secured. Later the Rev. Cyrus Nutt, a graduate of Allegheny College, was chosen for this position at a salary of \$400 per year.

While arrangements were under way for the opening of the Preparatory Department, the first real school under the new foundation began operations as a free reading or primary school which was conducted under the direction of the Rev. John C. Newell. This school opened on March 20, 1837, and closed June 5, when the trustees ordered that the Preparatory Department should be opened. The first session began operations in June and continued for four months, the first student body consisting of five barefoot and coatless boys, all from the village of Greencastle.<sup>21</sup> The studies con-

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<sup>20</sup> In 1830 the Greencastle Seminary Society built a one-story brick building consisting of two rooms. It was located on the north side of Washington Street, between Madison and Jefferson. It was in this building that the Preparatory Department of Indiana Asbury began operations (Weik, Jesse, *History of Putnam County*, Indianapolis, 1910, p. 47).

<sup>21</sup> There is some confusion regarding the two school buildings at Greencastle at the time of the establishment of Indiana Asbury University. Cyrus Nutt states in his autobiographical sketch that the Preparatory Department opened in an old school house, as the county seminary building was not ready. This was probably the building referred to in the note above which had been built in 1830. The county seminary building was a two-story brick building, two rooms on the ground floor and one above, situated on the corner of Seminary Street and College Avenue. The primary school was continued for a number of years. Although from the first this school was under the direction of the trustees of Indiana Asbury, it was not considered by them as a part of the University. See Brown, I. F., *Indiana Asbury University—DePauw University: A History* (Bulletin of DePauw University, New Series, Vol. X, No. 4, p. 8).

sisted of English grammar, bookkeeping, algebra, arithmetic, geography, Greek, and Latin. The tuition charge was \$5, and the session closed on September 28.

Cyrus Nutt, who may be considered the first member of the faculty of Indiana Asbury University, was born in Southington, Ohio, September 4, 1814. He attended the academy at West Farmington and when ready for college, having heard the agent of Allegheny College at a camp meeting describe the means of self-support at that institution, he determined to enter, and in the fall of 1832 arrived at Meadville, Pennsylvania, to begin his college education. He graduated on September 22, 1836, and was appointed preceptor in the Preparatory Department of the college. During the summer of 1836 Dr. Martin Ruter, the president of Allegheny College, spent some time in Indiana and was asked to assist in drawing up the charter for the new Indiana Asbury University. Through Doctor Ruter, Cyrus Nutt became known to the trustees and the offer to head the Preparatory Department followed. He started for Greencastle about May 1. The first stage of his journey was to Pittsburgh, a distance of ninety miles, which was covered by stage. At Pittsburgh, the Manchester of the West, he took a steamboat down the Ohio to Cincinnati and, though the journey took forty-four hours, it was a delightful experience for the young teacher. The journey from Cincinnati to Indianapolis took two days and one night in a coach, and when he arrived in Indianapolis he found them filling in the state house lot and planting trees. From Indianapolis another stage carried him forty miles to Putnamville. Here he secured a ride on a hay-wagon two miles toward Greencastle, and walked the remainder of the distance, arriving at noon on May 16, 1837.<sup>22</sup>

Meanwhile preparations were going forward for the erection of a college building. The building committee appointed by the trustees contracted with John Rowlat to

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<sup>22</sup> From notes and excerpts from the MS. *Autobiographical Sketch of Cyrus Nutt*, made by John Poucher.

make and burn on the college grounds ten thousand bricks at \$4.48 per thousand. Half the price was to be paid in September and the remainder in December. A contract was also let for the delivery of four hundred perch of rock at \$2 per perch, suitable for the foundation of the edifice. Work on the building went forward rapidly, for on June 20<sup>23</sup> the laying of the cornerstone took place. "Greencastle," we are told, "put on her tidiest dress, and the doors of her citizens were thrown open to entertain the guests that were expected to be present on the occasion. On Monday, June 19, the crowd began to appear and by night the town was full. People came from all parts of the state, and it was estimated that there were twenty thousand people" present.<sup>24</sup> Cyrus Nutt was more conservative and estimated the number at ten thousand.

Tuesday the twentieth of June was the great day. First came a sermon at the Methodist church by the Rev. Hooper Crews, of Illinois, and at eleven o'clock a procession was formed and marched to the site of the new university, where the cornerstone ceremonies took place. A leathern box had been prepared containing a Bible; a register of the names of federal and state officials; the population of the United States by states; of Putnam County and of the town of Greencastle; the charter of Indiana Asbury University, and a piece each of the coins of the United States. After placing this box in the cavity of the cornerstone it was set in its proper position, after which Calvin Fletcher, of Indianapolis, gave a short address—which Cyrus Nutt states could not be heard. Again the procession formed and marched to a grove in the southwest part of the town, where seats had been prepared, which however only accommodated about one fourth of the audience. Here Dr. H. B. Bascom, one of the most eloquent preachers in the West, who had served as chaplain to the United States Congress 1824-1826, was to give the address. The day was raw and

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<sup>23</sup> Minutes of the Board of Trustees, Vol. I, p. 12, May 4, 1837.

<sup>24</sup> *Western Christian Advocate*, Vol. IV, p. 50.



cold and the speaker complained of hoarseness and spoke with his hat on, and the performance was interrupted by a shower of rain and snow. The speaker defended the cause of education, explained the utility of all literary institutions, and urged the great importance of a general diffusion of knowledge, and we are told that when he had finished he had "succeeded in removing from the minds of all present every sentiment unfriendly to the best interests of the university; and whatever prejudice, jealousy, or envy might have previously existed in the minds of any, all now seemed anxious to promote its prosperity."

During the interruption of the exercises caused by the shower, the speaker sat down for a few minutes, when a countryman who had provided himself with a loaf of gingerbread came up behind the stand and, plucking Doctor Bascom by the trousers, said, "As you have been speaking hard you must be hungry; here, take a piece." The Doctor thanked him kindly, saying, he had no occasion.

The building begun so auspiciously was not completed until 1842, though the university took possession in the fall of 1840, and the inauguration of the first president and the graduation of the first college class took place within its halls on September 13 of that year.

### CHAPTER III

## INDIANA ASBURY UNIVERSITY, 1839-1848: THE ADMINISTRATION OF MATTHEW SIMPSON

COLLEGE graduates in the Methodist Episcopal Church in the eighteen thirties were few and far between, and the task of selecting a president and faculty for the new university at Greencastle was therefore a most difficult one. Few of the older ministers were educationally qualified for the position of college teachers, and the trustees were compelled to depend upon the recent graduates of Wesleyan in Middletown, Connecticut, or of Allegheny at Meadville, Pennsylvania, or perchance there might be found a few Methodist graduates of the older colleges. Everyone took for granted that the president at least of the university at Greencastle must be a staunch Methodist.

It was at the meeting of the Board of Trustees on December 5, 1837, that an attempt was made to choose the first faculty of the college proper. The first member chosen was the Rev. Joseph S. Tomlinson, who was elected president and professor of mathematics. At that time Tomlinson was the president of Augusta College, where he had been a member of the faculty since his graduation from Transylvania University in 1825.<sup>1</sup> Doctor Tomlinson, however, declined the position offered him by the trustees. At this same meeting the trustees chose the Rev. Cyrus Nutt, professor of languages, while the Rev. J. W. Weakley was elected to succeed Cyrus Nutt as head of the Preparatory Department. Cyrus Nutt accepted the professorship and thus became the first member of the faculty. Doctor Nutt also acted as president until the arrival of President Simpson.

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<sup>1</sup> On the closing of Augusta College, Doctor Tomlinson was chosen to a professorship at Ohio Wesleyan University at its opening in 1844, but he also declined that position. Later he accepted a professorship at Ohio University at Athens, Ohio.

On the failure of the trustees to persuade Doctor Tomlinson to accept the difficult post as pilot of the new educational ship just being launched at Greencastle, they turned their eyes in the direction of Meadville, Pennsylvania, where Allegheny College was located. Here was a young man twenty-seven years of age, Matthew Simpson by name, vice-president and professor of the natural sciences. He had been brought to the attention of the Indiana Methodists through Dr. Martin Ruter, the late president of Allegheny College (1834-1837), while on a visit to the state the summer previous. We will let young Professor Simpson tell of the negotiations with the Indiana Asbury trustees:

In the spring of 1838 I received notice of my election as a professor in the Indiana Asbury University, an institution then opening in Greencastle, Indiana, with the intimation of the Rev. Allen Wiley, who wrote to me that the possibilities were, that if I accepted the professorship, I would be in a year or so elected president. As my health was poor, and I was suffering from trouble with my chest and a cough, I thought well of a change of climate. But on submitting the matter to my ministerial brethren of the Pittsburgh Conference, they advised me not to go, saying, had the presidency been offered directly, they would approve my accepting, but this change of one professorship for another they thought was not desirable. Accordingly, I declined the offer; but in the winter of 1838-39, I received notice of my election to the presidency, and submitting the matter again to my brethren, they advised my acceptance, subject to the decision of the bishop who would next preside at the Pittsburgh Conference. Receiving the assent of my presiding elder and my colleagues—though reluctantly given—and of the Board of Trustees, I communicated with the bishop, and being authorized to do so, agreed to accept the presidency to begin with the spring term.<sup>2</sup>

Matthew Simpson was the son of James Simpson and Sarah Tingley, and was born in Cadiz, Ohio, on June 21, 1811. His father was of English stock, though coming to

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<sup>2</sup> Extracts from an Autobiography printed in Crooks, G. R., *The Life of Bishop Matthew Simpson*, etc. New York: Harper & Brothers, 1891, pp. 132-33.

America in 1793 from Ireland. His mother was of Scotch descent, and her family were also among the colonizers of Ireland. At the time of Matthew's birth his father and mother were members of the Methodist Episcopal Church, and on one of his Western journeys Bishop Asbury stopped at the Simpson home and baptized the little boy. During his early childhood Matthew was sickly and was not sent to school regularly, but began of his own accord to learn to read, and when not more than ten years of age was borrowing books from the town library, recently established, and was taking up the study of German. His interest in reading and study was prodigious and by the time he was fifteen years of age he was prepared for college, though the time spent in school had been brief. In the summer of 1828 Dr. Charles Elliott, then a professor in Madison College at Uniontown, Pennsylvania, visited Cadiz in the interest of the college and stayed at the Simpson home. Learning that young Matthew was prepared for college Doctor Elliott urged that he enter the Madison institution. Later Dr. H. J. Clark, the agent of the college at Uniontown, likewise visited the town, and he too urged young Simpson to enter upon a collegiate course. Through these influences young Simpson was persuaded and accordingly set off for the seat of the college ninety miles from his home in November of 1828, with eleven dollars and twenty-five cents in his pocket, and a bundle containing clothes and a few books over his shoulder. He made the entire journey on foot, arriving at the college on the afternoon of the third day.

Young Simpson's stay at Madison College was short, since he returned home at Christmas time and found it financially impossible to continue. He now began to assist his uncle in conducting an academy in Cadiz, in the meantime pursuing his own studies. By April, 1833, he had completed the study of medicine, having read all the books prescribed and passed the examination before the medical board, organized under the laws of the state of Ohio. The next month he began the practice of medicine in his native town.



But his mind was not at ease, and at the meeting of the Pittsburgh Conference of the Methodist Episcopal Church in July, 1833, he was admitted to its membership. He began to preach in addition to carrying on his medical practice and had soon built up a large circuit which demanded more and more of his time and attention. Accordingly, in March, 1834, he gave up the practice of medicine and closed his office.

The following year Simpson found himself appointed to one of the two Methodist churches in Pittsburgh. While thus engaged he made arrangements to complete his college course at Allegheny College, but before he had the opportunity to enter upon his studies the trustees of that institution conferred upon him the A. M. degree, a degree which Simpson felt was more of an honorary than a real college degree. In November, 1835, he had married Miss Ellen Holmes, a young lady whom he had met on coming to Pittsburgh. In 1836 he was appointed to Monongahela City, but by the middle of the year he was called to the professorship of Natural Science at Allegheny College and began his work at Meadville, the seat of the college, in May, 1837.

Such had been the career of the stripling Matthew Simpson when he was called to take up the work of establishing the new Methodist university at Greencastle in Indiana. Fortunately we have from his own pen an account of his journey from Meadville to Greencastle in the early spring of 1839:

During the winter I received notice of my election as president of the institution, and an earnest letter from Doctor Elliott urging me to accept. Taking the advice of friends again, I accepted and left Meadville in March, 1839, at the close of the winter term of college. We went by stage to Franklin, and took boat down the Allegheny River, staying for some time in Pittsburgh, with Mrs. Simpson's parents, who lived then near the city. I shipped our goods down the Ohio, to be carried by the Wabash River to Terre Haute, and we ourselves took steamer for Cincinnati, where my mother and sister then lived,

and thence by stage and private conveyance to Greencastle the seat of the university.<sup>3</sup>

In another statement he says:

The roads were execrably bad; much of the way they were what was termed "corduroy"—that is, in marshy places made of sticks laid crosswise, over which the stage jolted. Sometimes the sticks were misplaced or broken, and then the wheels went down deep into the mud; once we were upset but without any serious harm. Reaching Putnam, we secured a private conveyance six miles across to Greencastle.<sup>4</sup>

We reached Greencastle on Saturday about two o'clock; it was then a village of about five hundred inhabitants; the houses were generally one-story frames, and small. I asked to be driven to the best hotel, and was taken to a two-story log building, weather-boarded; but it was court week, and the house was full.<sup>5</sup>

The next best hotel to which they were then taken was a small frame building, which boasted a cracked bell, and its harsh tones, added no doubt to the generally drab appearance of the little backwoods town, made the young college president despondent. And even this hotel was full, though they were promised a room before evening. By evening, however, the resident trustees had learned of his presence in the town and Mr. Rees Hardesty invited the young president with his wife and baby son to his home. Here they were entertained until a house belonging to Doctor Cowgill, another trustee, was secured. The household goods which had been shipped at Pittsburgh on an Ohio-River boat were delayed by low water in the Wabash at Vincennes until autumn.

When the new president arrived in Greencastle school work was still being conducted in the two-story brick academy building, with two teachers employed and forty or fifty boys in attendance. The outlook was not encouraging, but the summer session of the college opened with seventy

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<sup>3</sup> Crooks, *Matthew Simpson*, p. 145.

<sup>4</sup> *Ibid.*, p. 133.

<sup>5</sup> Crooks, *op. cit.*, p. 145.

or eighty students, the president teaching the higher classes in the upper room of the academy building.

If the young president was disappointed in what he found at Greencastle, the people, and the trustees were equally disappointed in the appearance of the new president. He was unprepossessing in appearance; was younger than they had expected, and he walked with a stooping gait, and in manners appeared bashful and awkward. At once there was a general headshaking in the town. Even Allen Wiley, who had been an original member of the first educational committee of the Indiana Conference and who had written urging Mr. Simpson to accept the position at Greencastle, when he first saw the young president bluntly stated in his presence that he felt rather disappointed, since he looked so much younger than he had expected to find him.

The ominous headshaking, however, did not last long. When Sunday came the villagers flocked to the unfinished church to hear the stranger preach. Soon they had forgotten his youthful appearance, his awkward gait, his stooping walk, and those who had entered the church whispering, "He won't do!" "He won't do!" left the church murmuring, "He will do!" "He will do!" One sermon had completely changed the opinions of the villagers; so also one sermon was all that was required to win the admiration and warm friendship of the preachers of the Indiana Conference. This discourse was the sermon commemorating the one hundredth anniversary of the beginning of Methodism, which President Simpson preached before the Conference at its session in Lawrenceburg in the fall of 1839. After that the preachers took him into their hearts, and with their co-operation the new university soon found a place in the affections of the Church throughout the state.<sup>6</sup>

The first catalogue of the university appeared in September of 1839, and that year the first regular faculty began instructing the eleven college students enrolled.

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<sup>6</sup> For a vivid account of the effect of President Simpson's sermon at Lawrenceburg, see Tarkington, Joseph, *Autobiography*, pp. 15-16.

The first catalogue lists two juniors, two sophomores, and eight freshmen. The tuition was \$8.50 per session or \$17 a year in the Preparatory Department, and \$12 per session or \$24 a year in the college. Price for board and room in private families, as listed in the catalogue, including all incidental expenses, washing excepted, was from \$1 to \$1.75. The sessions during the early years began on the first Monday in November and May and each lasted five months. In 1845 the college year was divided into three sessions of thirteen weeks each, the first beginning the third Monday in September, and the last closing on the third Wednesday in July. The first salaries, as fixed by the trustees, were: president and professor of mathematics, \$600; professor of languages, \$500. Each student paid a janitor's fee of \$1 each session, and according to a trustee resolution, the janitor's duties were specifically prescribed and the faculty was to see that he fulfilled them.

The requirements for admission to the college course were: "A knowledge of Geography, English Grammar, Arithmetic, First lessons in Algebra, Latin Grammar, Historia Sacra, Caesar's Commentaries, Virgil, Greek Grammar, and Greek Testament." Besides these scholastic requirements the entering student was compelled to submit a testimonial of good character. The faculty recommended that all students whose circumstance would permit it, pursue a complete collegiate course, and it is stated that no student would be given the A. B. degree unless the candidate possessed requisite qualifications. Attention was called, however, to the fact that the trustees had voted to bestow upon those who desired to pursue studies only in the Literary and Scientific Department the Bachelor of Science degree upon the completion of the course, which embraced all the studies required for the Bachelor of Arts degree except the Latin and Greek languages. Indiana Asbury was one of the first colleges in the country to grant a Bachelor of Science degree.

As in all the colleges of the time, great emphasis was



placed upon the study of Latin and Greek, and the student was expected to pursue these studies throughout the entire four years. The number of courses offered in mathematics in the early years ranged all the way from algebra, geometry and trigonometry to nautical astronomy and differential and integral calculus. The emphasis upon natural science, however, was unusual for the time and the number of courses offered in this field was relatively large. They included chemistry, mineralogy and geology, analytical mechanics, experimental philosophy, and astronomy. In the Departments of Belles Lettres and Moral and Intellectual Science were offered such courses as ancient history with chronology, modern history with chronology, logic and rhetoric, law of nations and political grammar, mental philosophy, political economy, moral science, natural theology, and evidences of Christianity. The first catalogue also announced that particular attention will be paid to composition and declamation and that the seniors are required to exercise regularly in forensics. And at the end of that part of the catalogue devoted to the curriculum is a note stating that instruction might be had in French and Hebrew, but that for such work an extra charge would be made.

How a faculty consisting of three members could possibly offer all the courses listed in the first catalogue would be entirely beyond the understanding of a modern college faculty. But it must be remembered that the young president alone could offer courses in Latin, Greek, Hebrew, French, mathematics, and natural science, besides mental and moral philosophy, theology, and evidences of Christianity.

But the duties of the president were by no means confined to the campus at Greencastle. The trustees had asked that the president travel through the state to preach and lecture to the people on education, and to this type of work much of his time was devoted. Long tours were taken on horseback, with preaching and speaking appointments for every

day in the week. While on one such trip in 1843 President Simpson thus wrote to his wife:

I suppose I need hardly say that I most cordially join you in wishing to be at home. . . . But duty, at least duty to fill my engagements, demands that I shall spend another week before I turn my steps homeward, and then when I do start, I shall be a week on the way. . . .

I think I am over the severest work, and though my voice is much broken, I was able to speak twice yesterday with considerable ease. Since I left you I have delivered thirty sermons, and twenty-three lectures, and have traveled upward of four hundred miles in twenty-three days. . . . Before you receive this I presume I shall have passed my thirty-second year. . . .

Before I see you I have yet to travel two hundred and twenty miles, to preach twelve or thirteen times, and to deliver some ten lectures. . . .<sup>7</sup>

The very life of the new university depended upon the energy and success of the young president in winning support from the Methodists of the state. The way in which the Methodists of the state came to the support of the university in these early years is indicated in the following letter written by the Rev. Edward R. Ames, then a presiding elder, to President Simpson:

I received a letter from Wiley last week; he says in his district the preachers will raise the whole amount pledged for the current expenses of the university, but adds he is convinced we must at least have a partial endowment, as the preachers will not long consent to beg for it, as they now do. The "grasshopper" seems to have become a "burden" to the good brother. Eddy (another presiding elder) was at my Quarterly Meeting at Jeffersonville, two weeks ago, and told me his district would raise their amount. On the whole, I think we shall get \$1,200 for you, if you do not all starve to death before we collect it.<sup>8</sup>

From the beginning the Indiana Conference appointed financial agents for the university and the heroic work of

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<sup>7</sup> Matthew Simpson to his wife, June, 1843, quoted in Crooks, *Life of Bishop Simpson*, pp. 174-5.

<sup>8</sup> Crooks, p. 176.

these loyal and devoted preachers deserves recognition in any account of the early years of poverty, and, indeed, throughout the entire history of the university. In 1844 Professor W. C. Larrabee, writing to President Simpson during one of his numerous absences from Greencastle, gives the following report from one of these agents, Isaac Owen:

Owen . . . , the university's agent, has been here. He arrived after dark on Saturday night, and left at three o'clock this morning. He brought scarcely any money. They scrapped together enough to pay the bank installment, but nothing left for us. He has obtained subscriptions for the endowment of your chair amounting to \$1,010 in notes and \$400 in produce. The \$1,010 was collected from the 24th of February to the 19th of March, on Evansville and Cynthiana circuits, but he did not get over all parts even of these. The conclusion to which he has come is, that he can raise \$1.50 to every member on the poorest circuit in the state. The junior preacher in the Cynthiana Circuit received only \$7.50 at the last quarterly meeting. The circuit members are more willing to subscribe for the university than for paying their preachers or building parsonages.<sup>9</sup>

The first commencement and the formal inauguration of President Simpson came on September 13, 1840. The college building was now far enough completed to be used, and three graduates were ready to receive their diplomas. People gathered from far and near to witness the exercises and to hear the inaugural address of the young president, whose eloquence had already given him a state-wide reputation. The governor of Indiana, David Wallace, delivered the charge to the president and handed him the keys, and then followed the inaugural. The purpose of the address was evidently to awaken a sense of the value of education in the minds of a frontier population. It began with the assertion that man is a creature of education; that he is perpetually receiving an education; but that he has the power to choose in what he shall be educated. Individual

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<sup>9</sup> Crooks, p. 157.

character and also national character depends, asserted the young president, upon the kind of education the youth of the land receive. In the course of his address he made a noble plea for the ancient classics, while the climax was reached in his plea for Christianity in culture.

On this festive day the students who received their degree were Thomas A. Goodwin, John Wheeler, and Finley L. Maddox.<sup>10</sup>

Joseph E. McDonald, later to become United States Senator from Indiana, had come from the State University at Bloomington and was added to the first class, but at the time he had not finished all his studies. In the evening of that first commencement an address was delivered before the two literary societies, the Philological and the Platonian, by Henry Ward Beecher, at that time a Presbyterian minister at Indianapolis.

Thomas A. Goodwin, whose name stands first among the graduates of Indiana Asbury University, was the first student to come to the university from outside Putnam County. He entered upon his college career in November, 1837, coming from his home at Brookville by stage, wagon, and on horseback. He left his home on a Wednesday noon, expecting to arrive in Greencastle on Friday. But rain had been falling more or less continuously for two weeks, and after the first seventeen miles of the journey a two-horse wagon without springs or cover was substituted for the stage coach. In this conveyance they struggled forward in the deep mud all day long, hoping to make Indianapolis by nightfall. When six miles from Indianapolis, about eight o'clock and pitch dark, the wagon broke down in the midst of a deep mud hole. After deciding that the wagon could go no further the horses were unhitched, the driver mounting one and taking Goodwin's trunk before him, while the other

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<sup>10</sup> MS. *Minutes of Board of Trustees*, Vol. I, September, 1840. In President Simpson's account of the first commencement he does not mention the name of Maddox. See Crooks, *Life of Simpson*, pp. 150-1.



This certifies that John Leventy, graduate Bachelor  
of Arts in the Louisiana College University September 18th A.D.  
1853, and is entitled to a diploma of the institution in  
due customary regulations, so soon as the plate shall be  
received

In behalf of the Faculty of S.A.C.

W. Simpson, President.

A HAND-WRITTEN DIPLOMA DELIVERED AT THE THIRD COMMENCEMENT



passenger with young Goodwin mounted the other horse, and thus they made their way into Indianapolis, arriving about eleven o'clock, but too late to catch the stage for Saint Louis, which would pass through Putnamville. There was nothing to do but wait a day for the next stage, which was to leave Indianapolis at ten o'clock Friday night, and was scheduled to arrive at Putnamville at eight next morning. But there were eleven passengers, and the national road a sea of deep mud, which compelled traffic in many places to seek the unfenced woods. By midnight they were stalled in the mud, having traveled only a few miles on their way, and by daylight they had only reached Plainfield. By noon they arrived at Stilesville, but were again stuck in the mud, from which they were finally rescued by the passengers raiding a nearby rail fence and constructing a temporary corduroy. From Stilesville to Putnamville the road was better and they arrived at the latter place about dark on Saturday evening. We will let Goodwin tell of his trip from Putnamville and of his reception on his arrival in Greencastle:

My first inquiry of Mr. Townsend, the tavernkeeper (at Putnamville), was for a conveyance to Greencastle. He informed me that there was none, but if I would wait till Sunday morning, he would take me in his two-horse wagon for two dollars. . . . From supper to bedtime I was entertained by Mr. Townsend with dolorous lamentations because the proposed university had been located at Greencastle instead of Putnamville. "Greencastle," he said, "was an out-of-the-way town anyhow, away off the national road; no stage ran through it or to it; how could it ever amount to anything, not being on the national road?"

Finally, at about ten o'clock on Sunday morning, young Tommy Goodwin was landed at Lynch's tavern, on the east side of the square in Greencastle. The trip from his home a hundred and ten miles away had taken almost four days. When Goodwin inquired of the tavernkeeper where the university was, he said: "I don't know for certain. It was

last summer at the deestrick school house, but I have learn that they have moved it to the county seminary. Be ye come to go to it? You will not find it much of a university I reckon."

Having arrived in Greencastle on a Sunday morning, this young student from a good Methodist home went to his room, donned his Sunday clothes made of blue mixed jeans from wool from his father's sheep, spun into yarn by his mother, and was soon in the little hip-roof church listening to the sermon of the Methodist minister, the Rev. James L. Thompson. At the close of the service young Goodwin introduced himself to the minister, told him who he was, where he came from and what he came for.

"Hold, stop, brothers!" cried out the minister. "Here, Brother Dangerfield, Brother Thornburg, Brother Cooper, Brother Hardesty, Brother Nutt, here is Brother Tommy Goodwin; he has come all the way from Brookville to attend the institution, . . ." and then followed handshakings such as I never had been the victim of before, and no student has ever had since. It was the first realization of their hopes. They had never seen a sure-enough student before, except their own children and neighbors.<sup>11</sup>

And now, in 1840, Tommy Goodwin was graduating from "the institution" and with him three others had actually received their degrees. Two of that first class entered the ministry, two became lawyers, one of whom was to represent his state in the United States Senate.

The institution was on its way!

It would have been surprising if financial difficulties had not beset the path of Indiana Asbury University in the early years. It was established in the midst of a great financial depression which gripped the entire country, and the won-

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<sup>11</sup> From the address of the Rev. Thomas A. Goodwin delivered at the semi-centennial celebration of DePauw University at Greencastle, Indiana, in 1887. See also Brown, Irving F., *Indiana Asbury University: A History*. Bulletin of DePauw University, Historical Number, November, 1913 (New Series, Volume X, Number 4), pp. 14-19.



der is that it lived at all in the face of such unfavorable conditions. But it must be remembered that its chief cornerstone was not money but faith.

The first financial plan devised for the establishment of the university was drafted by a committee of the Indiana Conference at its session in 1835 and provided for the sale of shares at \$100 each, each shareholder to be entitled to send one student to college for six years, or twelve sessions. Half scholarships might also be purchased, while smaller sums were to be solicited toward the endowment of professorships. All the itinerant preachers, and especially the presiding elders, were to act as agents, though special agents were also to be provided. At the session of the Conference in 1838 it was determined that each member of the Conference who secured \$50 for the university was to be entitled to a scholarship for three years; or six years if he secured \$100. At this session also two agents were appointed, who, besides carrying on the sale of scholarships as above planned, were also instructed to sell perpetual scholarships for \$500.<sup>12</sup>

The college agents performed a most important service in the early years of the university's history. From 1836 to 1848 inclusive there were thirteen different agents at work, the Rev. S. C. Cooper serving continuously from 1836 through 1844. Some years there were as many as four regular agents in the field, and from time to time agents were appointed for special purposes. Thus Rees Hardesty in 1838 was appointed special agent to collect funds and close outstanding notes. One of the early reports of the agents, that for 1838, shows that the Rev. Wm. M. Daily had sold scholarships to the amount of \$8,885, had secured donations in notes amounting to \$1,062, and had obtained \$53 in cash. For the same year S. C. Cooper had secured \$9,150 from the sale of scholarships, \$77 in cash, \$26 in books, and

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<sup>12</sup> For the several financial plans adopted by the Indiana Conference in the early years, see *Minutes of the Indiana Conference, 1832-1844*, in Sweet, W. W., *Circuit-Rider Days in Indiana* (Indianapolis: W. K. Stewart and Co., 1916), pp. 149ff.; 189; 196; 236.

notes to the amount of \$1,320.<sup>13</sup> For the year 1845 the four agents secured \$1,668.98 in cash and \$27,259.04 in notes, making a total of \$28,928.02.

From the beginning until 1843 there was a steadily increasing deficit each year. In 1839 the deficit was \$449.02; by 1841 it had grown to \$1,527.63, and in 1842 it had reached \$4,610.26.<sup>14</sup> It seems that many who had made subscriptions to the university now desired to pay them in Canal scrip, since cash was becoming increasingly scarce. Thus among the early assets of the university was a considerable quantity of Wabash and Erie Canal scrip, which had been issued against the Canal land grants. The scrip issued on lands east of Lafayette was called "White Dog"; those issued on lands west of Lafayette were known as "Blue Dog." The financial condition of the state of Indiana was in utmost confusion with the result that this scrip was worthless.<sup>15</sup>

The situation of the university was desperate by 1843, and the outlook for meeting the deficit and continuing the institution seemingly hopeless. Faculty salaries were in arrears in 1845 to the amount of \$3,500, and not only were their salaries reduced, but in addition, according to the statement in the minutes of the Board of Trustees, the warrants which had been issued to them were "shaved in the market." In desperation the finance committee in 1844 devised a new financial scheme, whereby each Methodist family in the state was to be solicited to contribute one dollar for each member for a period of ten years, and the two Conferences were to raise in addition \$2,000 each. Four agents were placed in the field; more scholarships were sold,

<sup>13</sup> MS. *Minutes of the Board of Trustees*, Vol. I, pp. 54-70; for the reports of the Agents to 1852, see *Ibid.*, Vol. I, pp. 136, 184, 221, 253, 276, 283, 312; Vol. II, pp. 1-4.

<sup>14</sup> MS. *Minutes*, Vol. I, pp. 157, 158, 170.

<sup>15</sup> For an interesting discussion of the Canal-scrip situation, see Benton, E. J., *The Wabash Trade Route in the Development of the Old Northwest*. Baltimore: Johns Hopkins University Press, 1903 (Johns Hopkins University Studies in Historical and Political Science, Series XXI, Nos. 1-2, pp. 57-74).

new subscriptions were secured, and by 1848 prospects were brighter, faculty salaries were increased and the university had passed its first serious financial crisis.<sup>16</sup>

While the university was struggling against early financial handicaps the faculty and student body were steadily increasing. An extremely important addition to the faculty was made in 1840 with the coming of William C. Larrabee to the professorship of mathematics and natural science. Larrabee was a native of Maine and a graduate of Bowdoin College in the class of 1828. After serving as a teacher and principal of a number of Methodist academies in Maine, Connecticut, and New York, he was induced to come to Indiana Asbury University by President Simpson, who met Larrabee at the General Conference at Baltimore in 1840. Professor Larrabee remained at Indiana Asbury until 1852, and was not only a leading member of the faculty but, on the resignation of President Simpson in 1848, became acting-president until the selection of President Simpson's successor. He did much to raise educational standards and was responsible for introducing numerous reforms in the course of study.

During his residence at Greencastle he declined several important educational positions, among them the presidencies of both Indiana and Iowa Universities. In 1852 he resigned his professorship at Indiana Asbury to accept the editorship of the *Ladies' Repository* at Cincinnati, which, however, he soon relinquished to accept the nomination on the Democratic ticket for the superintendency of public instruction of Indiana, to which he was elected. He was defeated for the same office in 1854 but was again elected in 1856, and thus became one of the principal founders of the public-school system of Indiana.<sup>17</sup>

<sup>16</sup> For a concise statement of the financial situation during these years, see Brown, Irving F., *Indiana Asbury-DePauw University: A History*, pp. 21-3. See also an elaborate study of the financial history of this period (MS.) by R. Foster Scott.

<sup>17</sup> See *Dictionary of American Biography*, Vol. XI, p. 7. Article on Larrabee, by W. W. Sweet. In 1845 W. C. Larrabee opened a Female Seminary

John Wheeler, who had graduated from Indiana Asbury in 1840, was elected professor of Latin in 1842 and continued in that position until 1854, when he became the head of Baldwin Institute at Berea, Ohio, which became Baldwin University in 1856. From 1870 to 1875 he was president of Iowa Wesleyan University. He was likewise largely responsible for the location of German Wallace College at Berea, Ohio. While at Indiana Asbury University he published *The Asbury Notes*, a small literary paper.

During the years 1846 and 1847 there was a considerable widening of the college curriculum and the regular study of German and French was introduced, with Samuel K. Hoshour as tutor in modern languages. Courses in anatomy and physiology were also added, and Robert Curran, M.D., was employed as lecturer on those subjects. A Law School was organized by an act of the trustees on July 18, 1846, and Richard W. Thompson, later a member of Congress and the secretary of the navy in the Cabinet of President Hayes, was chosen professor of Law.<sup>18</sup> The trustees also took action to establish a professorship of Agriculture as soon as sufficient funds could be raised. Their plan was to purchase a large farm near the college, the professor of agriculture to reside at the farm and have charge of the young men entering the department, who were to spend part of their time working on the farm. The subjects to be taught were agricultural chemistry, vegetable physiology, and rural architecture.<sup>19</sup> Funds, however, did not materialize nor did the professorship of Agriculture.

In 1841 Charles G. Downey, a graduate of Wesleyan University in 1840, had been appointed a tutor of natural

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at Greencastle which was housed in his home on what is now South College Avenue. His home was named "Rosabower," in memory of a daughter who died in infancy and was buried in the grounds, now a part of the campus of DePauw University. See the description of the grounds about his Greencastle home in a volume of essays entitled *Rosabower* (1854). For statement regarding the Female Seminary, see *Western Christian Advocate*, August 7, 1846.

<sup>18</sup> For founding of the Law School, see *Forty-fifth Year Book*, p. 14.

<sup>19</sup> *Western Christian Advocate*, February 25, 1848, p. 181.



science at Indiana Asbury. Later he became professor of natural science, and held also in succession the professorships of mathematics, and Belles-Lettres, until 1857. In the latter year he became professor of mathematics at Iowa Wesleyan University and shortly afterward died. In 1846 a cousin of President Simpson's, Joseph Tingley, who had graduated that year from the university, was made tutor of mathematics and remained at Indiana Asbury to 1879, serving for the last of that period as professor of natural science. He was prominent in educational affairs of the state until his removal in 1886 to become the civil engineer of the Kansas City cable railroad.<sup>20</sup>

By 1848, the year in which President Simpson resigned, the faculty had increased from three to eight, while the student body for that year numbered two hundred and sixty-eight. The total number who had received degrees was sixty-one, and of that number eighteen had entered the ministry; eighteen followed the practice of law; seven took up the practice of medicine; business, banking, editorial work, and farming occupied most of the remainder, while one member of the class of 1848, Charles W. Winstandley, went West in the gold rush of 1849 and located at Placerville, California. Altogether, by the end of President Simpson's administration the new "backwoods" university had more than justified its founders in its establishment, and had produced a group of young graduates, many of whom were to bring distinction upon themselves and to their Alma Mater.

The story of the beginnings of Indiana Asbury University would not be complete without the name of Bishop Robert R. Roberts. He was a resident of Indiana, having moved to a farm in Lawrence County in 1819, and was the first Methodist bishop to reside west of the Allegheny Mountains. He was also the first married bishop of the Church.

During his residence in Indiana he had greatly endeared himself to the Methodists of the state, and when the project

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<sup>20</sup> *Alumnal Record DePauw University*, 1920, p. 12.

of establishing a Methodist university was under discussion, he gave it hearty support. He presided over the Indiana Conference in 1834, 1835, and 1836, the sessions at which the decisive steps were taken to establish the university. As old age approached, the Indiana Conference became solicitous for his comfort, and he was urged by Conference resolutions to remove to a place where he might be more readily reached. This he refused to do. The Conference also urged him to sit for his portrait. This was finally arranged through President Simpson, who invited him to come to Greencastle for that purpose, which he consented to do in July, 1842. A life-size portrait was painted by a Terre Haute artist, which hung in the old chapel until the fire of 1878, when it was cut from the frame and now hangs in the gallery of Meharry Hall.<sup>21</sup>

The death of Bishop Roberts occurred on March 26, 1843. At the next session of the Indiana Conference resolutions were passed urging the removal of his remains from his farm, where burial had taken place, to Greencastle; the resolutions also recommended the erection of a suitable monument, and Bishop Soule was requested to prepare the epitaph. In 1844 the remains of the Bishop were removed to the campus of Indiana Asbury University, and later the monument which now marks the place of burial was erected, where the inscription which Bishop Soule prepared may be read to this day.

For nine years President Matthew Simpson presided over the destinies of the infant Indiana Asbury University, which, of course, was not a university at all. It had been nine years of struggle and hardship, but the name of the president had become a household word in every Methodist home in the state, and no Methodist boy "but knew that at Greencastle there was a greathearted man who would help him if he aspired to a higher education." By 1848, how-

<sup>21</sup> Elliott, Charles, *Life of Bishop Robert R. Roberts*, Cincinnati, 1844; also *Minutes of the Indiana Conference*, 1841; *Western Christian Advocate*, August 11, 1858; Sweet, *Circuit-Rider Days in Indiana*, pp. 83-5.

ever, the strain had become too much to be borne longer. In 1847 he had had a severe attack of typhoid fever which had left him in a weakened condition, and his physician warned him that he must either change his residence or his habit of life. When it became known that he was determined to retire from the presidency, he was nominated by his friends at the General Conference of 1848 as editor of the *Western Christian Advocate* at Cincinnati, and, to his surprise, he was elected. Four years later the General Conference of 1852 elevated him to the episcopacy, the first in the long line of Indiana Asbury-DePauw presidents to occupy that distinguished position.

## CHAPTER IV

### PROGRESS AND DISSENSION: 1849-1857

#### THE ADMINISTRATIONS OF PRESIDENTS LUCIEN W. BERRY AND DANIEL CURRY

ON July 18, 1848, the Joint Board of Trustees and Visitors met to elect a successor to Dr. Matthew Simpson as president of Indiana Asbury University. Three candidates were placed in nomination, Edward R. Ames, Daniel Curry, and Jesse T. Peck. As a result of the first ballot sixteen votes were cast for E. R. Ames, which was a majority of all the votes cast, and he was declared elected.<sup>1</sup> At this time Ames was the presiding elder of the Indianapolis District and one of the most active trustees of the new university. He declined the presidency on the ground that he already had responsibilities which he could not leave, and should he accept the position, he could not expect to fill it for any great length of time. That these were valid reasons for his refusal are borne out by the fact that in 1852 he was elected bishop.

Due to Doctor Ames's refusal of the presidency, the office was vacant for a year following Doctor Simpson's resignation and during that period Professor W. C. Larrabee served as acting president. This duty he performed with great acceptability, and during the year introduced several reforms in the course of study and did much to raise educational standards. His work was highly commended by the trustees in a formal resolution, which also noted the "improved and neat manner in which the college grounds have been kept during the past year."<sup>2</sup> The ways of college trustees are sometimes past finding out, and one is led to wonder if a man makes an acceptable and highly successful

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<sup>1</sup> *Minutes of the Board of Trustees* (MS.), July, 1848; also *Minutes* for July, 1849.

<sup>2</sup> *Op. cit.*, 1849, p. 408.



acting president why he should not be made president. Indiana Asbury-DePauw University has had many successful acting presidents only one of whom ever became president.

The trustees at their annual meeting in July, 1849, turned to another member of the Indiana Conference, Lucien W. Berry, to fill the vacant presidency. His qualifications for the office as set forth in the *Western Christian Advocate*<sup>3</sup> were intellectual powers of a very superior order, and an indefatigable devotion to the cause of Christian education. At the time of his election Doctor Berry was the presiding elder of the Connersville District and had been a member of the Board of Trustees and Visitors since 1842. He was a native of Vermont, and was born in 1815. At fourteen he professed conversion and joined the Methodist Episcopal Church, and four years later began to preach in the Ohio Conference. In 1838 he joined the Indiana Conference on trial and two years later was admitted into full membership. He early distinguished himself as an orator of uncommon power, a gift which was considered of prime importance in those days for a college president.<sup>4</sup>

President Berry was inaugurated as second president of the Indiana Asbury University during the commencement exercises on July 16, 1850. The governor of Indiana, Joseph A. Wright, delivered the charge and presented the keys. President Berry's address was on the great theme of "Human Progress," and its delivery occupied two and a half hours. Doctor Simpson, who was present at the exercise, states that it "was full of strong thought forcibly expressed."<sup>5</sup>

<sup>3</sup> *Western Christian Advocate*, July 25, 1849, p. 118.

<sup>4</sup> The following are the principal sources concerning his life: *Western Christian Advocate*, July 28, 1858; August 11, 1858; August 25, 1858; Simpson, Matthew, *Cyclopaedia of Methodism* (Philadelphia, 1878), p. 104; *Minutes of the Indiana Conference* printed in Sweet, *Circuit-Rider Days in Indiana*. Smith, William C., *Indiana Miscellany*, etc., Cincinnati, 1867, devotes a chapter to the life and work of President Berry and is the best source of information concerning him.

<sup>5</sup> *Western Christian Advocate*, August 7, 1850.

Among the most important actions taken by the trustees at their session in 1850 was the election of Joseph Tingley as professor of Natural Sciences to succeed Charles G. Downey, who had resigned. Tingley, a relative of President Simpson's, after reaching the junior year at Allegheny College, had come to Indiana Asbury to finish his studies, and here he remained, as has already been noted, until 1879, serving as tutor, professor, and vice-president. No one has left a more interesting account of the early days at Indiana Asbury than has Doctor Tingley, in a series of articles published in the *Asbury Review* for 1873, entitled *Reminiscences of Thirty Years in Asbury*.<sup>6</sup> His experiences in reaching Greencastle from his home in Cadiz, Ohio, were similar to those of Thomas A. Goodwin, already noted. The first lap of his journey was to Wheeling, Virginia, by coach, where after a two days' wait he caught a boat for Cincinnati, a journey of forty-eight hours. There he re-embarked upon a steamer bound for Madison, Indiana. At Madison he transferred to the railroad, which at this time was completed to Columbus, Indiana, and was the only railroad in operation west of the Alleghenies. At Columbus he stepped from the hard-seated single coach, attached to the locomotive, and began the next stage of his journey in a "mud wagon," bumping along through the night to Indianapolis. Thence from Indianapolis, with its eight thousand souls, broad, level streets, and newly painted houses, in a real, newly painted stage coach, "behind a dashing four-in-hand, driven by a model coachman, with a rainbow-hued cravat, Byronian collar, and soap locks of the longest pattern." The innkeeper at Putnamville was on hand with his horse and buggy to convey him to Greencastle, and on the way consented to stop long enough for his passenger "to take a refreshing bath in the waters of Deer Creek."

During the five years of President Berry's administration several important additions and changes were made in the teaching staff, besides the coming of Professor Tingley

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<sup>6</sup> *Asbury Review*, Vol. I, No. 2; No. 4.

to a professorship. In October, 1850, at a special meeting of the trustees the Rev. Henry C. Benson, a graduate of Indiana Asbury in 1842, was chosen professor of Greek;<sup>7</sup> two years later Miles J. Fletcher, a graduate of Brown University, was elected to the new chair of English Literature. During the Civil War Professor Fletcher became the civil aid of Governor Oliver P. Morton, and met a tragic death in April, 1862, as he was journeying to the battlefield of Shiloh with the governor.<sup>8</sup>

During the interim between the administrations of Presidents Simpson and Berry the trustees had taken steps to establish a medical department in Indianapolis, to be known as Indiana Central Medical College.<sup>9</sup> This action was taken on November 1, 1848, when the following professorships were established: physiology and general pathology; theory and practice of medicine; chemistry and pharmacy, anatomy, surgery, materia medica and diseases of women and children. The trustees were careful to state, however, that they would not be responsible for the financial maintenance of the college. The medical faculty were given the responsibility of governing and maintaining the new department, but the trustees reserved the right to fill all vacancies in the faculty.

This was the first medical school established in any Methodist institution. The announcement of its opening in the *Western Christian Advocate* gives the following items;<sup>10</sup> \$70 was to be the charge for a full course of lectures, \$5 for matriculation, \$5 for dissecting-tickets, and \$20 was the graduation fee. For graduation the candidate had to be at least twenty-one years of age, give satisfactory evidence that he had studied medicine for at least three years, and must have attended two full courses of lectures in some medical

<sup>7</sup> *Minutes of the Board of Trustees* (MS.), October, 1850. See also Simpson's *Cyclopaedia of Methodism*, p. 102. Benson resigned the following year to accept the principalship of an academy in Arkansas.

<sup>8</sup> Simpson, *Cyclopaedia of Methodism*, p. 131.

<sup>9</sup> *Minutes of the Board of Trustees and Visitors*, November, 1848, p. 368.

<sup>10</sup> *Western Christian Advocate*, August 8, 1849.

school, one of which had to be in Indiana Central Medical College. If the candidate had been four years in the practice of medicine immediately preceding the course in the college, that would be considered as equivalent to one course of lectures.<sup>11</sup>

The life of the Medical College was short and troubled, though from its opening in 1849 to its suspension in 1852 it granted the degree of Doctor of Medicine to forty persons. In 1850 the trustees were considering the profane and vulgar conduct of some of the members of the faculty, which caused much discussion, but the matter was eventually dropped after some explanatory remarks by a member of the medical faculty.<sup>12</sup> By 1853 the financial affairs of the Medical College were in such confusion that the trustees voted to suspend its operation until sufficient funds could be raised to maintain it properly.<sup>13</sup>

Another new educational venture at this period was the establishment in 1852 of a Biblical Department, the duties of the new professorship being placed upon President Berry. The purpose of the new department was to afford better training to young men who were intending to enter the ministry. None were to be admitted except those who had been recommended by an Annual Conference. This was in line with developments in other institutions in the country, where similar departments were being established. By this time a number of theological seminaries had been founded in the United States by Congregationalists, Presbyterians, and other denominations, and the Methodists had made a feeble beginning in theological education at Concord, New Hampshire, where a Biblical Institute had been in operation since 1846. In 1854 Garrett Biblical Institute was opened at Evanston, Illinois. The great majority of Methodists were still strongly opposed to theological seminaries. Biblical departments in Methodist colleges, however, did not seem to arouse the same bitter opposition. Great interest was taken in the new

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<sup>11</sup> *University Catalogue*, 1849, 1850, 1851.

<sup>12</sup> *Minutes of Board of Trustees*, February, 1850.

<sup>13</sup> *Ibid.*, July, 1852; also *Asbury Notes*, August 6, 1852.



Biblical Department, and an effort was made to raise a fund for a special Biblical library.<sup>14</sup> The president was very active in this cause and did much traveling to further it.

We have already noticed the action of the trustees in regard to the establishment of a Law Department in 1846. At that time a professor of law was chosen, but for some reason he did not function. Again, in 1850, the trustees took action in the matter of establishing a Law Department and I. D. McDonald was chosen professor, but again for some unknown reason the plans did not materialize. In 1853 John A. Matson was elected professor of law and instruction was actually commenced.<sup>15</sup> The Professor was to be paid from the tuition of the law students, and the term of study was to continue each year from November to March. The first class to graduate was in 1855, when six received the LL.B. degree. The Law Department continued until 1862, when it was discontinued, due to the exigencies of Civil War. During this period fifty-four received law degrees, most of whom became practicing attorneys.

In the same year in which law instruction began in the university a definite movement was begun to establish a German department. It is true that instruction had been offered in both French and German for some years, but they had been offered as "extras" and by a part-time instructor. The trustees at their annual meeting in 1853 took steps to found a German professorship, and provided for the sale of scholarships at \$100 each for its endowment. The new department was to be self-supporting, and when less than twenty students were in attendance the department was to cease to function. Dr. William Nast, of Cincinnati, who had already achieved a reputation as a German scholar, was

<sup>14</sup> *Minutes of the Board of Trustees*, July, 1852; *University Catalogue*, 1852-3; *Western Christian Advocate*, November 17, 1852.

<sup>15</sup> In the *Catalogue* of 1854 eight law students are listed. *The Alumna Record* (1920) lists six as receiving degrees in 1855. The following are the sources of information relating to the Law Department: *Western Christian Advocate*, November 17, 1852; *Minutes of the Board of Trustees* (MS.), July, 1850; July 18, 1853; *University Catalogue*, 1853-1862; Weik, Jesse W., *History of Putnam County, Indiana* (Indianapolis, Indiana, 1910).

elected to the professorship, but he declined the offer, and the plans for the time being fell through.<sup>16</sup>

The inauguration of the first university publication, aside from the *Catalogue*, was an event of large importance. It was on April 7, 1852, that the first issue of *Asbury Notes* appeared. It was a four page, semimonthly journal, "devoted to improvement—moral, intellectual, physical, aesthetic." It was a faculty publication, edited by a committee headed by Professor Wheeler, and the president and the faculty furnished a large share of the copy.

The university continued to prosper throughout the administration of President Berry. The population of Greencastle was growing rapidly, and by 1850<sup>17</sup> possessed nearly two thousand inhabitants, and nearby farms were being subdivided into town lots. The little rectangular brick church which President Simpson found on his first appearance in Greencastle had given way to a pretentious structure with a steeple and a bell. The salaries of the professors in 1849 were: President, \$900; Mathematics, \$700; Latin Language, \$600; Natural Sciences, \$400; Greek Language, \$600. In 1852 the salary of the president was raised to \$1,200. There was also a healthy increase in the number of students from 1849 to 1854 as follows: 1849 there were 333 students; in 1850, 327; 1851, 368; 1852, 404; 1853, 369; 1854, 399. During the latter year students were enrolled from twelve different states and with the commencement of 1853 one hundred and twenty-five had received degrees from the College of Liberal Arts.

Perhaps the most outstanding and important gift received by the university during these years was that of the Governor James Whitcomb Library consisting of four thousand five hundred volumes. It was particularly rich in eighteenth- and early nineteenth-century English publications, besides numerous works in French and Spanish.<sup>18</sup> Few colleges in

<sup>16</sup> *Minutes of the Board of Trustees*, 1850, 1853, 1854.

<sup>17</sup> *Western Christian Advocate*, December 18, 1850.

<sup>18</sup> *Minutes of the Board of Trustees* (MS.), 1853; *The Forty-Fifth Year Book*.

America had received a finer collection up to that time and its value has increased with the years.

At the commencement of 1853 all those interested in the welfare and work of Indiana Asbury University were elated at the prosperous condition of the institution. The Committee on Education of the Indiana Conference in their report stated: "In a few years time it [Indiana Asbury] has arisen from a small beginning to a position of importance and usefulness almost without parallel in our country." The Conference Visitors<sup>19</sup> were equally laudatory in their report for the year, and note the fact that the capital stock of the university is \$148,000, of which \$60,000 is invested so as to yield interest of \$6,000. Everything about the university pleased them—the examination of students, and especially the work of the new Biblical Department, in which the students displayed "such clear perception of the profound Doctrines of our Holy Religion, and such ability to state and defend them, as was truly gratifying." For this entirely satisfactory state of affairs they give chief credit to President Berry, though a few crumbs are distributed more or less equally among the members of the faculty.<sup>20</sup>

In the midst of this prosperous condition of affairs an ugly situation was soon to arise which was to bring about the resignation of President Berry, the disruption of the faculty, and the retarding of the institution's growth for years to come. President Berry, like all good Methodist preachers, was a vigorous foe of intemperance and tolerated no half-way measures in any disciplinary matter where liquor was involved. A certain storekeeper in Greencastle, Lucian Lemon by name, was suspected of dealing in intoxicating liquor. The little town seems to have possessed a considerable number of rough citizens. Lemon employed several clerks and President Berry announced that no student would be permitted to associate with any of Lemon's clerks, nor room in the same house with them, since it was claimed the

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<sup>19</sup> *Minutes Indiana Annual Conference*, 1853, p. 12f.

<sup>20</sup> *Indiana Conference Minutes*, 1853, p. 12.

clerks brought liquor to the house. Naturally, Lemon resented these rules and did everything in his power to discredit the president.

President Berry became aware of the growing opposition of townspeople when he attempted to compel certain landladies who kept boardinghouses to dismiss from their tables clerks of Lucius Lemon. When they refused to do the president's bidding students were ordered to leave the boardinghouses or be dismissed from college. Some of the women involved were widows, dependent upon boarders for their living, and this fact was used to enlist the sympathy of the townspeople against President Berry.<sup>21</sup> Eventually several students were dismissed from college for this cause.

At about the same time a student from Danville, Indiana, William Gregg, was dismissed from college for participating in a riot in which a Negro had been driven from the town. Lemon now seized this opportunity to arouse the expelled boy's father, claiming that an injustice had been done his son. The correspondence of President Berry with Gregg was published in the *Greencastle Banner*, in which the president showed that the letters received by Gregg had been written by personal enemies of Berry's, and he also produced a letter of young Gregg confessing his part in the riot.

The student body generally gave the president stanch support, and in a meeting on January 2 in the college chapel, passed strong resolutions expressing their satisfaction with the rules and conditions at the university, and also their confidence in the president. Eight students protested against the publication of the resolutions, but they were passed unanimously.

When the trustees met in their annual meeting in July, 1854, the whole matter came to their attention. Some fifty students with grievances presented a petition to the trustees, which was received and read, and the committee to whom it was referred, while reporting that there was some cause for

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<sup>21</sup> See *Putnam County Banner*, December 28, 1853; January 4, 1854; January 11, 1854, for letters between several parties involved.



grievance, rebuked the students for their unwarranted and slanderous language. The trustees, after a full examination of the whole disgraceful affair, voted full confidence in President Berry and their approbation of the faculty, but in spite of this vote of confidence President Berry came forward with his resignation, which the trustees accepted.<sup>22</sup>

There were some who suspected that state politics had something to do with the disruption of the university, and that the dismissal of students for disciplinary reasons was only the occasion rather than the real cause for President Berry's resignation. The *Greencastle Banner* stated that President Berry's election had been opposed by every Democrat Methodist in the state, and his election was owing to the fact that the Whigs had a majority on the Board of Trustees. Governor Wright is accused by this paper of instigating the movement against the president and then sliding out of it when it became too filthy.<sup>23</sup> It has also been suggested that the Whigs had been largely responsible for the establishment of the university and had largely controlled it up to this time. This accounts for the fact that so many ash trees were planted on the campus in the early years, and so few hickories, since the ash tree was the Whig symbol and the hickory the Democratic.<sup>24</sup>

The trustees were now faced with a most serious situation. The president and the three most distinguished members of the faculty had resigned—Professors Wheeler, Fletcher, and Matson—and the vacancies must be filled. Matters were taken in hand at once and all the places were filled before the end of the summer. Dr. Davis W. Clark, the editor of the *Ladies' Repository* at Cincinnati, and a graduate of Wesleyan University, was chosen president; the Rev. B. H. Nadal was selected to fill the professorship of English literature, the Rev. Erastus E. E. Bragdon succeeded Professor Wheeler in the professorship of Latin, and the Rev. S. E. Ferris was elected adjunct-professor of law and principal of the Prepara-

<sup>22</sup> *Minutes of the Board of Trustees* (MS.), July, 1854.

<sup>23</sup> *Greencastle Banner*, January 11, 1854.

<sup>24</sup> Suggested by Professor H. B. Longden.

tory Department.<sup>25</sup> Doctor Clark on his election visited Greencastle and after looking into the situation declined the presidency. The trustees were called together in August in extra session to meet the crisis, and the Rev. Daniel Curry, of New York, was placed in nomination. Doctor Berry was also nominated. When the ballot was cast Berry received ten votes and Curry eleven, and Doctor Curry was declared elected.

President Berry lived but four years after his resignation. He was at once chosen president of Iowa Wesleyan University, which he resigned after three years to accept the presidency of a new college just opening at Jefferson City, Missouri. After a year's labor here he was stricken with erysipelas and other complications, and died on July 23, 1858,<sup>26</sup> in Cincinnati, where he had gone for medical treatment.

At the time of his election to the presidency of Indiana Asbury, Daniel Curry was pastor of the Twenty-seventh Street Methodist Episcopal Church in New York City. He had graduated from Wesleyan University in 1837, and had served as principal of Troy Conference Academy and had been a professor at the Georgia Female College. In 1841 he joined the Georgia Conference and held pastorates at Athens, Savannah, and Columbus in that state. He was transferred to the New York Conference in 1844. He was a native of the state of New York and was born near Peekskill on November 26, 1809. He was thus forty-five years of age when he came to the presidency of Indiana Asbury, and his previous experience as preacher and teacher seemed to justify the expectation of a successful administration. He was tall, with rugged form and somber face, shaggy overhanging brows, square forehead and chin, and firm mouth. In appearance and character he seemed to be the type needed to meet the critical situation at Greencastle.

The new president came to Indiana with a determination

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<sup>25</sup> *Minutes of the Board of Trustees*, July, 1854. *Ibid.*, August 17, 1854.

<sup>26</sup> *Western Christian Advocate*, July 28, 1858; August 11, 1858.

to make Asbury University an institution of the first rank, and his first step in the process was to stiffen the regulations. He came at a time when the university was somewhat under a cloud, and many Methodists were sending their children to local seminaries which had sprung up numerously throughout the state. To meet this situation the president went into every section of Indiana urging Methodists as well as others to send their sons to Asbury. This situation partly accounts for the declining student attendance for the next three years. The abolishing of the Primary Department and the closing of the Medical School were responsible for at least half the loss in enrollment. For 1854-55 the attendance in all departments was 337; in 1855-56 it dropped to 301; while the following year, 1856-57, the total was but 242.

The vigor and boldness of the president soon won the respect of the student body. These qualities are illustrated by the way in which he handled the case of student Lee Yaryan, who had become involved in a controversy with a Greencastle ruffian and in the altercation had been stabbed. The next morning when the president—"Old Hippodrome" was the nickname the students gave him—strode into chapel they knew that something was about to break. He took the chapel period to arraign the town authorities for their failure to protect the students from such outrages as had occurred, and declared that if they could not enforce the law, he would do it himself with the help of several hundred young men.<sup>27</sup> The students soon learned, however, that the president's fiery resolution confronted everyone alike, students as well as townspeople.

The new members of the faculty who had come to take the places of those who had resigned on the retirement of President Berry soon proved themselves capable teachers. Erastus E. Bragdon, professor of Latin, was a New Englander and a graduate of Wesleyan University. He had considerable teaching experience before coming to Indiana Asbury, and his broad, pale forehead, grave, thoughtful face, inspired the

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<sup>27</sup> From the recollections of Major John G. Dunbar, class of 1861.

respect if not the devotion of his students. Bernard H. Nadal, professor of Belles Lettres and History, had a genial, affable manner which soon won him universal affection. Professor Charles G. Downey was a rather shy man, which some accounted for by the fact that he had married after long years of bachelorhood. But he was a fine teacher of mathematics, and his inventive skill in devising apparatus for his work added greatly to the effectiveness of his instruction. The Rev. H. B. Hibben, the adjunct professor of languages and principal of the Preparatory Department, was noted for his absent-mindedness and tobacco chewing, a habit then somewhat common among ministers and almost a universal practice among other men of the time. Professor Tingley is described as "an accomplished artist, a fine musician, a skillful mechanic, a thorough scientist, and a popular lecturer on scientific subjects." The versatility of the college faculties of those days is illustrated by Professor S. A. Lattimore, the professor of Greek in Indiana Asbury from 1852 to 1860. On leaving Asbury he became professor of natural sciences at Genesee College and later accepted the professorship of Chemistry at the University of Rochester.

In 1854-55 the Board of Trustees was made up of twenty-three members, nine of whom were ministers elected by the three Conferences into which the state of Indiana was now divided.<sup>28</sup> Among the prominent laymen on the board were the governor of the state, Joseph A. Wright, and Henry S. Lane of Crawfordsville, later governor and United States Senator. William H. Thornburg of Greencastle was still

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<sup>28</sup> From 1832 to 1844 the whole of the state of Indiana was included in one Conference known as the Indiana; in 1844 the state was divided into two Conferences; that part lying south of the national road retained the name Indiana Conference, that lying north received the name North Indiana Conference. In 1852 the North Indiana Conference was divided, the northwest section of the state being set off as the Northwest Indiana Conference. Equal representation of each Conference on the Board of Trustees and Visitors of Indiana Asbury University was provided for in the division. See Herrick and Sweet, *History of the North Indiana Conference* (Indianapolis, 1917).



a member, and the following year the name Washington C. DePauw appears among the trustees for the first time. Bishop E. R. Ames was the president and Calvin Fletcher treasurer, while the agents were the Rev. Daniel DeMotte and the Rev. Joseph Tarkington.<sup>29</sup>

The general appearance of the campus and buildings is thus described by a contemporary:

The style of architecture of the university and churches is modern and western. They begin on the ground and are built straight up in the air to a certain height, and then run up a steeple or flatten out and quit just as taste suggested or means permitted. I do hope that if ever we do build another collegiate building in Indiana, we will get an architect to attend to it and not make a huge pile with holes in it now and then.<sup>30</sup>

As a whole the student body was made up of serious-minded and studious young men. One student in 1855 is described as "a towheaded youth of twenty summers and sports an astonishing white moustache for one of such tender years." This youth was carrying six studies and was a ladies' man to boot. The same contemporary speaks of the high moral tone pervading the whole body of students, and states that there were few if any hard cases in college.<sup>31</sup> That there were a few hard cases, however, is indicated by a news item in the *Banner* for July 11, 1855, which under the heading "Asbury University Blow-Up" states that "two fast young men" leave I. A. and go to the State University to graduate. But the great majority of the students in the fifties were too busy with their college duties and with making their way to get into much mischief. Many students not only "batched" but also worked at odd jobs. John H. Lozier was one such student who earned a good share of his expenses by bottoming chairs for a local furniture maker, for which he received from twelve and a half to fifteen cents each.

<sup>29</sup> *Autobiography of Rev. Joseph Tarkington* (Cincinnati, 1899), p. 151.

<sup>30</sup> *Western Christian Advocate*, April 18, 1855.

<sup>31</sup> Baird, *Beta Letters* (New York: Beta Publishing Co., 1918). *Putnam Republican Banner*, July 11, 1855.

The principal extracurricular activities during the antebellum days at Indiana Asbury centered chiefly around the Literary Societies. The two societies, which will be treated in a subsequent chapter, included most of the students in their membership. They had been established in 1838 and 1839 and by 1856 were already proud of their "traditions." Their meetings were held on Friday nights in rooms opposite one another in the college building, and often their sessions were protracted until midnight, thus endangering, as was thought by the college authorities, both the health and morals of the young men. These late meetings, the faculty claimed, not only broke up the regular habits of the students, but they brought the college property into increased danger from fire. The faculty were sure that "these meetings were occasions of serious disorder both within and without the halls of the societies."<sup>32</sup> For these reasons a rule was passed changing the time of meeting from night to daytime.

The students at once objected strenuously to the new order, and replied at length in the *Banner*. Some claimed that they had to work on Friday afternoons; and, moreover, it was a general feeling that the faculty was extremely arbitrary in interfering with the established traditions of the societies. The charges brought by the president were indignantly denied. There was no disorder, they claimed, in their meetings, and since the faculty did not attend, it was nothing more than "a mere matter of opinion with them." They also suggested that the students were far better off attending the literary societies than in the public resorts of the town.<sup>33</sup>

The societies held special meetings to discuss the new ruling, in which, according to President Curry, the action of the faculty "was very freely and unscrupulously criticized." The societies finally decided that no meetings at all were preferable to day meetings, and so both adjourned "sine

<sup>32</sup> For the faculty statement see *The Putnam Republican Banner*, 1856.

<sup>33</sup> Major Dunbar states that the new ruling was established as a result of a drunken spree on the part of the law students, whom the rest of the students did not regard very highly. The societies asserted that they were not responsible for this affair.

die." The next Saturday, October 25, a meeting was held in Sellers' woods, now McKeen Field, which was largely attended by students, and at which a "general leaving" was advocated unless the night meetings of the societies were restored. On the next Monday morning the president took public notice of the Saturday meeting and "earnestly admonished the young men to cease their agitations."

The situation now began to grow alarming, and a meeting was arranged between students and faculty in an effort to settle the difficulties. The president's report of the proceedings reads, in part, as printed in the town paper:

At this meeting the young men were first most earnestly and in terms the most conciliatory addressed by two professors and exhorted to cease from their present course of action and return to their duties. A member of the Senior class was then called out by his associates to speak in their behalf. His speech was long and somewhat discursive, and some parts of it were decidedly discourteous and defiant, but he was permitted to finish it without interruption.

W. F. Stone was the student spokesman referred to, and he particularly offended Doctor Curry and Professor Downey with his statement that, "we have so long a time been allowed the privilege of making our own regulations of societies that we have learned to look upon it as a right—and the plan of day meetings was tried years ago and abandoned, and the students feel that they can neither be driven nor persuaded to try the project again. They prefer no societies to societies by day."<sup>34</sup>

In fact, so strongly did the president object to this remark that he invited all who agreed with the sentiments of the speaker to leave the room. It is claimed that he remarked that he could spare two hundred and thirty students (the entire student body). There was a great rush for the door, but Professor Nadal finally persuaded some to return. The meeting soon ended without accomplishing anything.

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<sup>34</sup> The *Putnam County Banner*, Vol. IV, Nos. 45-8, contains a full account of the student rebellion.

The students particularly resented Doctor Curry's exhortation "to return to their duties," which they averred they had never neglected, and his later remarks about the "disorders of the evening."

The president's report continues:

The issue was now fully made—the faculty had been openly defied and the existence of a conspiracy to drive them from their positions declared. It was thought by the faculty to delay action longer would be a dereliction of duty and a virtual surrender of the discipline of the institution to a factious body of students.

Meanwhile many had applied for honorable dismissions, but the president had declared the college in a state of rebellion and refused to grant any dismissions. This meant it would be difficult, if not impossible, for the men to enter other institutions.

The next day, October 28, at chapel Doctor Curry presented the student body with an ultimatum, in the form of a pledge. It read:

First, I promise in all things as a student and member of Indiana Asbury University, that so long as I maintain this relation, I will be subject to its laws, and to the regulations and discipline of the institution.

Second, I entirely disclaim for myself, as a student and for all associations of students, any rights and privileges not secured by said laws and discipline.

Third, I further promise that I will abstain from all words and actions of every kind in opposition to the government of the institution, and I will not do anything directly or indirectly, to render any fellow student dissatisfied with the government of the institution, or induce anyone to leave it.<sup>35</sup>

Twenty-four hours were given for consideration, and rejection meant dismissal. The president characterized it "as an honorable way of retreat" for the young men. But the young men maintained they had done nothing to necessitate "an honorable way of retreat" and that they could not yield a position which they conscientiously believed right without

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<sup>35</sup> *The Putnam County Banner*, October 28, 1856.



self-incrimination. Besides, they suggested that there was little of the peace offering in the way Doctor Curry read the pledge.

The roll was called in chapel the next morning on the question of the pledge and nineteen voted "Yes," eighty-one "No," nineteen asked for more time, and nine were absent.<sup>36</sup> The Preparatory and Normal students were not called upon. The objection was to the last clause, which the dissenters claimed took away their right of free speech. The faculty claimed that it was not so intended and that mild disapprobation was not "opposition." One of the men asked him, "Suppose a student inquires of me, 'What do you think of the law the faculty has made?'

"Answer: 'I think it is unnecessary and unjust.'

"Question: 'What are you going to do?'

"Answer: 'I think I shall seek some other institution in which I may finish my course.'

"What would this be?"

Doctor Curry replied that it would be rebellion and in the army many a man had been hung for less.

As a result of the vote the entire Senior class, twenty-two in number, six of the eight Juniors, eight Sophomores, and twelve Freshmen and twenty-nine Scientifics were suspended. Many remarks of President Curry to these men are reported, which at least seem characteristic. It is said that he advised them to go home immediately and that he told one student his suspension would last ten years. One of the more daring students ventured to talk to the president about it and remarked that he had prayed over the matter, to which Doctor Curry responded, "The more some people pray the worse they are."<sup>37</sup>

The *Banner* of November fifth carried the following notice:

The whole Senior class, twenty-two in number are, to a man, suspended, as are most of the other classes, and are now on a

<sup>36</sup> *Minutes of Board of Trustees*, Vol. II, pp. 102-6.

<sup>37</sup> Major Dunbar's recollections.

furlough, loafing about town. We understand that one class intends to present thirty pieces of silver, consisting of thirty three-cent pieces, to the little busy-headed professor who is supposed to be the originator of the pledge. A torchlight procession will probably be had by the "Salt river crew" and a burial of some of the more obnoxious textbooks with all the honors of war.<sup>38</sup>

By this time the affair had assumed more than local significance, and state-wide interest was aroused. The sentiment seemed very generally favorable to the students, and a special meeting of the trustees was called. The faculty prepared a statement of their view of the case which was published in the *Banner* of November 19. The chief points of this explanation have already been quoted in showing the president's attitude at each step of the rebellion. He stated that "the act of suspension was designed to be only temporary, to meet a present exigency, until the faculty should be able to investigate and dispose of each case according to its individual merits. But before this could be done most of the dissentients left town, and thus placed themselves beyond the reach of our action." He concluded with the consolation that the university had withstood trial and that it had been compensated for in moral influence.

In the *Banner* for the next week, the Senior class replied to the faculty's long review of the matter, with a still longer one, also addressed to the trustees.<sup>39</sup>

About three weeks later the trustees' meeting was held. The faculty was called in, and President Curry and Professors Downey, Lattimore, Bragdon, and Nadal defended their action, but Professor Hibben took a different view of the matter. The resolution which the board finally adopted is a bit too carefully worded to reveal its true sentiments, but it could hardly be called a hearty endorsement of the administration. They announced that the suspensions were only temporary, but in the meantime many of those expelled

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<sup>38</sup> *The Putnam County Banner*. November 5, 1856.

<sup>39</sup> *Putnam County Banner*.

had entered other schools, especially the State University, which was in need of students and admitted them to full standing. None of the seniors returned to graduate, but later most of them were given degrees and enrolled as alumni. For instance, W. F. Stone, who graduated from Indiana, held an A. M. from both schools.<sup>40</sup>

Concerning the transfer, one former student writes:

I was formerly connected with Delta, but at the time of our college difficulty I was one of the hundred who left, and sought a home where freedom of speech and the privileges of students and men were granted. Ten of the Senior men came to this institution and have never regretted it. We have here a competent faculty, energetic men, and gentlemen. Delta was entirely broken up at the time of our difficulty, but two of our members have returned, one Junior and one Sophomore. They will revive the chapter.

The faculty at Asbury have granted all the former privileges, but they repented too late, as most of the students have entered other universities.<sup>41</sup>

Whether "former privileges" refers to night meetings of the societies is not known. However, in the Catalogue of Philo is this statement:

Just when the night meetings were restored is uncertain, but they were denied only a short time at most. Both societies being equally engaged in this, neither acquired advantage over the other, but their interests being common, caused a fraternal feeling to arise, which, till this time, had not been strong.<sup>42</sup>

In a memoir of Dr. Daniel Curry written at the time of his death in 1887 the author has this to say of his administration at Indiana Asbury University:

As a college president his career was short and eventful. He had not yet sufficiently softened to make the young his allies, and to command by delicate use of his power the eager assistance of his compeers. No man questioned the strength of his brain nor the goodness of his heart. No one doubted that he intended to

<sup>40</sup> *Beta Theta Pi Magazine*, Vol. XI, p. 379.

<sup>41</sup> Augustus D. Lynch. Baird, *Beta Letters*, p. 338.

<sup>42</sup> *Third Catalogue of Philologian Literary Society*, pp. 12, 13.

bring his best endowments to the institution of which he was the head. But his mental tone just at this time was least fitted to the delicate task of a college presidency.<sup>43</sup>

It must also be remembered that Indiana was not many years removed from the rude and more or less lawless conditions prevailing on the frontier, and the spirit of independence characteristic of frontier communities was strong in both old and young. On the other hand, the president was impatient of contradiction, and occasionally overbearing in manner, and perhaps contemptuous of those who opposed him, but he was a man of wide culture, great courage, and strong convictions.

At the July meeting of the Board of Trustees President Curry with Professors Downey and Nadal resigned. Doctor Curry immediately returned to a pastorate in New York and, after serving churches in Middletown, Connecticut; New Rochelle, New York; and New York City he was elected (1864) to the editorship of *The Christian Advocate*, which he occupied until 1876. After serving a term as editor of the *Ladies' Repository* and two short pastorates he was elected editor of the *Methodist Review*, at which post he remained until his death on August 17, 1887.

At the same meeting which received the resignation of President Curry the trustees elected Judge David McDonald as his successor. It was thought that Judge McDonald would be just the man to overcome the reverses of the previous years and help the university to regain its high position among the institutions in the West. The judge took the offer under serious consideration, and meanwhile assumed, for a short time at least, some of the presidential duties.<sup>44</sup> Eventually, however, he declined the position and Dr. Cyrus Nutt, who had been chosen vice-president at the July meet-

<sup>43</sup> *The Methodist Review*, Fifth Series, Vol. III, November, 1887, "In Memoriam—Daniel Curry," by D. A. Goodsell, pp. 809-24.

<sup>44</sup> *Western Christian Advocate* for October 21, 1857, contains an announcement of the "Law School of the Indiana Asbury University—1857," signed "David M'Donald President of the University," which bears every indication of being official.



ing of the trustees, was asked to perform the duties of the president. Doctor Nutt served as acting president from the summer of 1857 to the spring of 1859, when Dr. Thomas Bowman, who was elected by the trustees to the presidency in June, 1858, took over the work of the office.<sup>45</sup> The university enjoyed a peaceful and prosperous period under Doctor Nutt's guidance, and two years later he assumed the presidency of the State University at Bloomington, in which position he served with distinction and success until shortly before his death in 1875.

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<sup>45</sup> In July, 1857, Miles J. Fletcher had been elected professor of English literature to succeed Professor Nadal.

## CHAPTER V

### EXTRACURRICULAR ACTIVITIES IN ANTE-BELLUM DAYS

THE life of American college students, outside the classroom, before the Civil War, bears little resemblance to what we are accustomed to call, in these days, extracurricular activities. In fact, the contrast between the activities of American college students outside the classroom a century ago and today is far greater than that between the classroom activities of that time and now. Perhaps the principal reason for this contrast is that the whole attitude of religious and educational leaders toward play and sport has undergone a complete transformation within the last one hundred years. Ministers of the latter eighteenth and early nineteenth centuries, almost to a man, stood out against sports and recreations of all kinds.<sup>1</sup> A ride, or a walk, or the society of a chosen friend was considered sufficient recreation for any normal human being. Even innocent amusements were considered hurtful and dissipating to the mind, by making it impatient of the restraints of useful labors, and of religious duties. Excess in sports, it was thought, would lead to excess in other things. The argument advanced was that the excitement attendant upon sports would arouse the passions, and thus the mind more easily would become the victim of dissipation. The body too, by becoming exhausted, would welcome more readily the "stimulating draught," and thus the path of amusement was likely to become the "broad way to destruction."<sup>2</sup>

Dr. Benjamin Rush, in his *Essays, Moral and Philosophical*, highly commends the strict regulations of Cokesbury College, the first institution of higher learning established

<sup>1</sup> *American Museum*, XII (1792), p. 159, quoted in Holliman, Jennie, *American Sports, 1785-1835* (Durham, North Carolina, 1931), p. 183.

<sup>2</sup> Holliman, J., *op. cit.*, pp. 179; 183; 188.

by the American Methodists. Every species of play is banished, he says, from the college at Abingdon, and "even the healthy and pleasurable exercise of swimming is not permitted to their scholars except in the presence of their masters." The Cokesbury regulations set aside the period from the noonday meal to three in the afternoon for recreation, but the recreation was to consist of gardening, walking, riding, and bathing without doors; and the carpenter's, joiner's, cabinet maker's, or turner's business within doors. There were three acres set aside for students' gardens, where they might cultivate vegetables or flowers as they desired. But the students were not to indulge in anything "which the world calls play."<sup>3</sup>

The Methodist preachers and the good Methodist laymen who founded Indiana Asbury University were doubtless in full accord with the ideas concerning amusements and sports expressed above. The only suggestion of any form of sport engaged in by the early students at Indiana Asbury is found in a rule passed by the trustees in 1842, requiring the president and the instructors to prohibit the students from playing ball against the college building.<sup>4</sup>

The rules governing the conduct of students in the early years were many and explicit, and were printed in the *Catalogue* from year to year to 1854. After that date the students were thrown more upon their own responsibility in regulating their conduct. These early rules were eleven in number. The first required punctuality at recitations and prayers and admonished students to be courteous to fellow students, citizens, and professors. Rule two dealt with excuses for absences from recitations and prayers, which were to be given at the first exercise attended after such absence, while rule three stated that unless an excuse was delivered within three days after the absence occurred, no excuse would be accepted, unless by vote of the faculty. The

<sup>3</sup>For the Rules of Cokesbury College see Bangs, Nathan, *A History of the Methodist Episcopal Church* (New York, 1839), Vol. I, pp. 236-40.

<sup>4</sup>MS. *Minutes of the Board of Trustees*, March 21, 1842, Vol. I.

fourth rule dealt with Sabbath observance, and required that students attend worship at some church in the morning, and at the lecture by some member of the faculty in the afternoon, while all amusements, visiting for pleasure, gathering in groups in public places, irreverence at church, and all other conduct inconsistent with proper reverence for the day, were to be strictly avoided. Rule five required all students to be in their rooms at night unless they were absent at some religious meeting or in attendance upon some society or meeting approved by the faculty, but in no case were they to be out of their rooms after ten o'clock. Rule six prohibited all unnecessary noise, such as loud conversation, laughing, wrestling, jumping, etc., in the college building or grounds during the recitation hours. Rules seven and eight prohibited swearing, drinking intoxicating liquors or having them in their rooms without prescription of a physician, gambling or playing at games of chance, wearing firearms or other weapons, using obscene language, immoralities, disorderly conduct in boardinghouses or elsewhere, writing on or otherwise defacing college buildings or furniture. Rule nine, among other prohibitions, listed leaving town unless for a walk or ride simply for recreation, and then but for a short distance; it was forbidden to receive instruction from other teachers except those of the college, to engage in hunting, to visit shows or other places of amusement; students were not permitted to keep horses or carriages nor could they hire them for recreation or amusement. Rule nine prohibited students who were minors from contracting debts without permission of parents or faculty. The last two rules explained the penalties, which consisted of private or public reproof, information given parents or friends, suspension, dismissal, and expulsion. Suspended students were not to visit the college grounds or edifice, without permission from the faculty, nor were students to be permitted to associate with one who was suspended, or who had been publicly dismissed or expelled.<sup>5</sup>

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<sup>5</sup> *Catalogue* for 1848, pp. 21-2.



In the year 1852 it was found that from forty to fifty students were boarding themselves or "batching," and were living on from fifty to seventy-five cents a week. An article in the *Asbury Notes* for May, 1852, thus describes how it was done:

Several students hire a room suitably furnished, or sometimes furnish it themselves, purchase their own provisions, and employ some person in the family or neighborhood to perform such work as they cannot do themselves.

The article states that "Many of the first in talents, correct and genteel deportment, and promise of future distinction are to be found in this number." Nor need any young man fear "the loss of caste in the university by self-boarding." It was not "wealth or the official standing of parents or relatives" which determined the social standing of Asbury students, but, rather, "correct deportment, success in the recitation room and the society hall."<sup>6</sup> We wonder, in these days, how it would be possible for students to subsist on fifty to seventy-five cents a week, but it becomes clear when Professor Joseph Tingley tells us that eggs were three cents per dozen, butter six cents per pound, chickens four cents apiece, unless a student was sly and "boasted the soul of a Spartan and a high sense of honor, always prevalent among those addicted to *fowl* play"—then chickens cost nothing.<sup>7</sup>

The following extract from a letter written by a Miami University student in 1837 might very well have been written by an early Asbury student, bad spelling, grammar and all:<sup>8</sup>

. . . I have just light my lamp, and drawed my table up near the fire, and locked the door, and commenced to wright. I wish you were here to see me as I sit here writing. There is my cubard

<sup>6</sup> See article "Self-Boarding at College," *Asbury Notes*, May 31, 1852, Vol. I., No. 4, p. 25.

<sup>7</sup> *Asbury Review*, Vol. I., No. 4, May 1873, p. 1.

<sup>8</sup> Robert H. Hollyday to his parents, December 22, 1837 (Hollyday MSS., Miami University), quoted in Rodabaugh, James H., *Robert Hamilton Bishop*, Columbus, Ohio: Ohio State Archaeological and Historical Society, 1935, p. 58.

and desk in one corner by the door, and here is my bed standing behind me with one end of it against my desk. Just at the other end of my bed, stands my high table at which I stand and study when I am tired sitting, and next to that in the other corner sits my trunk, and just in the next corner at one side of my chimney lays my little pile of wood, just at the other corner at the other side of the chimney is my clothespress, potato box etc, etc, under my bed lies a big pile of apples which old man Swan brought me in the other day. They are first-rate. And finally just before me my fire burns up very bright, but above all I have got a first-rate chicken on boiling which I bought yesterday already cleaned for the pot. It is now boiling and it smells so good that I can hardly wright. What a feast I will have just now!!

In the autumn of 1841 a student came on foot from Rockville, dressed in homespun cotton trousers, homemade shoes, without stockings, carrying all his belongings in a red bandanna handkerchief. He walked up to the college building, knocked, and asked President Simpson, who came to the door, if he were the schoolmaster. He enrolled in the college and graduated four years later in the class of 1845. While in college he was forced by his extreme poverty to live in the most primitive manner, cooking for himself with a few rude utensils. This student was James Harlan, who on graduation became, first a schoolteacher in Iowa; he was admitted to the bar in 1850; from 1853 to 1855 he served as president of Iowa Wesleyan University; in the latter year he was elected to the United States Senate from Iowa, and was re-elected in 1860. He was Secretary of the Interior in Lincoln's second administration and later served as a member of the second Court of Alabama Claims. The fact that James Harlan's daughter became the wife of Robert Todd Lincoln supports the contention that self-boarding did not cause Indiana Asbury students to lose caste among their fellows.<sup>9</sup>

The authorities of old Asbury were seemingly especially

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<sup>9</sup> See Brigham, Johnson, *James Harlan* (1913); also *The Christian Advocate*, October 19, 1899; also *Dictionary of American Biography* (New York: Scribner's, 1932), Vol. VIII, pp. 268-9.

suspicious of any student who came to college with spending money. Parents and guardians were *earnestly requested* not to furnish their sons or wards with any funds under their own control, and if money were sent, they were advised to send their remittances to some member of the faculty or some citizen of Greencastle, with specific directions as to how the sums were to be expended. In such cases, quarterly reports were to be sent to parents as to how the money had been spent. From the numerous admonitions found in the early *Catalogues* regarding the evils of "spending money" or "pocket money" one is led to the conclusion that the authorities at Indiana Asbury fully agreed with Saint Paul that "the love of money is the root of all evil." In fact, the *Catalogue* of 1848 specifically states that the effect of spending money is "evil, and only evil, and that continually."<sup>10</sup>

The religious observances demanded of students in all the American colleges before the Civil War were extremely exacting, and Indiana Asbury was no different than others in this respect. The trustees were responsible for the rule that the first rising bell "shall ring half an hour before sunrise," the second bell at sunrise, at which time the president or some member of the faculty shall conduct public prayers, at which all students were required to attend.<sup>11</sup> There was also compulsory church attendance on "Sabbath forenoon." On Sunday afternoons there was a lecture by the president or some member of the faculty at which student attendance was also required. Student opposition to these requirements began early, but, in spite of many years of vigorous effort, compulsory chapel lasted until 1893, and when finally a voluntary chapel service was established, DePauw (Indiana Asbury) was one of the first institutions in the country to adopt this measure.

The principal extracurricular activities at Indiana Asbury

<sup>10</sup> *Tenth Annual Catalogue*, 1848, p. 31.

<sup>11</sup> MS. *Minutes of the Board of Trustees*, 1842; 1847; also *Catalogue*, 1848, p. 21.

in the years before the Civil War centered about the Literary Societies. The university was scarcely a year old when a dozen or more students formed themselves into the Platonian Society, whose organization dates from June 28, 1838.<sup>12</sup> Among its charter members was Thomas A. Goodwin, who has left us so many interesting pictures of the early days. A year later, on July 27, 1839, a second society was formed, known at first as the *Ciceronean*, but soon afterward taking the name *Philological Society*. Still later a third society known as the *Adelphian* appeared, which seemed to be in a flourishing condition as late as 1849.<sup>13</sup>

These Literary Societies had the full endorsement of the university authorities. The first *Catalogue* devoted considerable space to their functions and stated that "the exercises of such societies cannot be too highly recommended. They lead the student to form business habits, familiarize him with the methods of transacting affairs in deliberative bodies, and also afford the means of improvement in efficient public speaking." In 1840 the two oldest societies moved into their respective halls in the new college building, which they furnished, and soon began the gathering of society libraries. There was much rivalry in trying to increase the number of volumes, and members were offered prizes for the best lists of books furnished, and were urged to use opportunities offered during vacations to gather books. The *Catalogue* announced in 1848 that the Platonian Society had a library of 1,600 volumes, Philological Society of 1,200, and Adelphian Society of 200.<sup>14</sup> These society libraries greatly supplemented the meager collection of books in the university library, and were perhaps more utilized by the members, since the early regulations of the university did not permit the free withdrawal of books from its library.

<sup>12</sup> See *Constitution of Platonian Society*, title page and roll of members, 1838.

<sup>13</sup> *Third Catalogue of Philological Literary Society*, pp. 5-6; see also *Anniversary Exhibition Program of the Adelphian Society* for June 26, 1849.

<sup>14</sup> *Catalogue*, 1839, p. 14, for the first statement regarding the Literary Societies; see also *Catalogues* for 1840 and 1848.



This literary gem constitutes the report of the librarian of the Platonian Society for February 21, 1848:

Whereas in the course of human events it becomes necessary for me as ex-librarian of the Platonian Society to give in a report concerning the library on matters thereunto pertaining—I would respectfully submit the following to the action of the society:

Through my term of office change has marked the face of everything with its step. While our country's flag has been unfolding itself o'er the enemies' land and while the fertile rocks and the woody deserts of Mexico have been overrun by our soldiers stained by the blood of our citizens and united to our government, while these and many more things have been doing, the members of this society filled with the desire of overcoming all "powers of ignorance" have, with bold front and strong arm approached the library—our armory of mental weapons, our sanctuary of knowledge—and loaded with what they there obtained, went away musing upon the beauties of the sciences and literature. And may this ever characterize our members, may they be ever reading, ever thinking.

But while some have thus signalized themselves others, whose intentions, no doubt were good, have been rather remiss and negligent of the laws and therefore "in executing with strictness the laws of the Library" we have been under the very (?) painful necessity of reading to the four winds their names and fines thereunto annexed. H. M. Hester, Librarian.

Among the six against whom fines were assessed were Professors Wheeler and Nutt, Larrabee, Junior, and Demotte, 2d.<sup>15</sup>

Naturally, there was great rivalry between the two larger societies, but essentially they were alike, except Philo collected heavier fines for small offenses than did Plato, for the former levied a fine of twelve and a half cents on first offenders, while Plato "let off" its culprits for ten cents. The records of both societies abound in trials of members, and the minutes are full of accounts of fines administered. The trials were conducted after the manner of the regular courts. If, for instance, an individual failed to come "to order" at

<sup>15</sup> MSS. in Library of DePauw University.

the president's command, he was subject to a fine of ten cents; persistence in not coming "to order" was contempt of the president, which meant a fifty-cent fine for the first offense and one dollar fine for the second; and if the "contempt" were committed a third time the same meeting, the punishment was in the hands of a jury. Other offenses for which fines and other punishments were liable were: conspiracy against the interests of the society; profane swearing in the hall; absence from three or more regular meetings without sufficient excuse; contempt for the president; ungentlemanly conduct toward a fellow member; and any aggravated offenses.

The following communication from the Philological Society to the Platonian Society dated July 9, 1842, plainly indicates that dueling was sometimes engaged in by the Asbury students of those early days:

Whereas we consider the practice of dueling a violation of all moral law, and as we do not wish in any way to countenance the practice, move that with the concurrence of the Platonian Society we annul the election of Mr. Marshall as commencement orator.<sup>16</sup>

Although the business meetings of the societies seem to have been considered of great importance and consumed a large share of the time of the members, yet their main purpose was, of course, as the names indicate, to promote literary proficiency among their members. Their literary meetings were occupied with programs made up of essays, orations, and debates. Their public programs were opened with prayer and closed with a benediction, and often there was music between performances, sometimes furnished by the Putnam Brass Band, or the University Orchestra. In 1850 the Platonian Society attempted to negotiate with the Terre Haute Band to play at one of their programs. A letter from the manager of the band states:

<sup>16</sup> MSS. in Library of DePauw University. A Daniel Marshall was a student in the Academy in 1842; his address is given as Greencastle. *Alumna Record*, 1920, p. 478.

We will visit you for seventy-five dollars, and that is as low as we can possibly go for, as it will cost us nearly forty dollars for a carriage regardless of other expenses.<sup>17</sup>

Debate subjects were assigned two weeks in advance. On Wednesday evening, March 20, 1844, a debate took place at the Exhibition of the Philological Society on "Should Roman Catholics be admitted into our Republic?" In 1848 two members of the Platonian Society debated, "Should the citizens of Republics assist the patriots of Monarchical governments in revolutions, whose aim is the establishment of civil liberty?" In 1849 two Philo debaters discussed "Do the signs of the times indicate the speedy establishment of universal republicanism?" In June of the same year the debate subject at the Anniversary Exhibition of the Adelpian Society was, "Is the extension of territory opposed to the prosperity of this Union?" These subjects indicate that the students of those days were fully alive to the public questions of the time. Other subjects debated at this period were, "Is the practice of law consistent with sound morals?" "Should the veto power of the Chief Executive of the United States be abolished?" Nonpolitical subjects were also frequently debated such as: "Are mental resources and moral energy most developed in worldly men?" "Are writings addressed chiefly to the imagination injurious in their tendency?" and "Is the influence of oral discourse greater than that of written productions?"

Besides the debates, which always were placed last on the programs, there were essays and orations. I have before me several manuscript essays written by William R. Genung, of the class of 1845, one of which, entitled "Posthumous Glory," was read at the Annual Exhibition of Plato on March 19, 1845. The orations were on such subjects as: "The Love of Excellence or the Road to Distinction"; "The Philosophy of Human Progress"; "The Highest Theme for Poetry"; while James Harlan, on the same program on which William

<sup>17</sup> MSS. letter in Library of DePauw University dated March 10, 1850, from R. R. King.

R. Genung performed above, "orated" on the subject "The Destiny of American Polity."

The public exhibitions of the societies were great events in the life of the students in ante-bellum days. To be chosen a performer on such an occasion was a coveted distinction, and competition ran high. Those who took part on these formal programs were elected by the societies, and it was forbidden, on pain of expulsion from the society, for anyone to divulge the names of the performers before the night of their appearance.<sup>18</sup>

The societies boasted long lists of distinguished honorary members, consisting besides faculty members of prominent ministers and public men throughout the nation. On one occasion Philo elected fifty-five to honorary membership in one meeting, among them Daniel Webster, Henry Clay, Andrew Jackson, Henry B. Bascom, and William Henry Harrison. There has been preserved, in a book for that purpose kept by Plato, the letters of acceptance from honorary members, and among them is one dated 1841 from President Caleb Mills, of Wabash College, in which he expresses pleasure at the honor conferred upon him by the society.<sup>19</sup>

The following extracts from a student's diary give some insight into the life of a ministerial student at Asbury in the eighteen fifties:<sup>20</sup>

On Sunday, December 6, 1851, he records:

Went to church and heard a sermon delivered at eleven o'clock. I went to Sabbath school at the usual time, which to me is certainly very interesting. At three o'clock a lecture was delivered by Professor Larrabee, which was tolerably interesting, though hardly so interesting as usual.

<sup>18</sup> Numerous programs of these Exhibitions have been preserved, especially for the forties and fifties.

<sup>19</sup> Manuscript materials relating to the Literary Societies are preserved in the vault of the treasurer's office of Depauw University. See also the Genung papers, consisting of manuscripts, letters, diploma, etc.

<sup>20</sup> The writer of the diary is Henry C. Miller, but it happens that there were two Henry C. Millers in the college at about this time, one from Miami County, Indiana, entering in 1848, the other from Pawpaw, Indiana, entering in 1853. Neither of them seems to have graduated. Manuscripts in the Genung Collection in the library of DePauw University.



The revival is this week still in progress up to Thursday night, when it was for the present discontinued, owing to the very frequent attendance at church for two or three of the previous weeks.

Friday evening the Platonian society had a promiscuous debate; the question for discussion, Does man naturally seek after truth, was warmly discussed by both parties, which was calculated very much to instruct the audience.

On Saturday evening he attended the Sabbath-school teacher's meeting over which Professor Wheeler acted as moderator. Discussion finally centered on the question of the call to the ministry.

The entry for December 21, 1851, states that it is vacation time, but that it is fast drawing to a close and "the time for hard study is again drawing near," but he does not regret it for he delights "to hear the old college bell, which has been silent for some time, and to engage in the labors of another term."

The next entry was that of December 28, in which he records the opening of the second term. "During this term," he states, "we will read the first four books of Horace in the Latin department, Plato in the Greek, and shall finish Geometry in the Mathematical department." On Friday night "the walls of old Platonian [were] mad[e] to resound again with the eloquence of her sons." The newly elected president, D. O. Daily, delivered his inaugural address which, he states, "was equal to any production I ever heard in the hall." Saturday morning after prayers, the first division of the Sophomore class read compositions, which exercises closed the duties of the first week.

Along in the eighteen forties the question began to agitate the college community, "Should secret orders be tolerated in the college?" There was a report circulating on the campus that a Greek organization had been formed by certain students, whose identity was not known, and that they had held midnight meetings in "the sacred precincts of Philo Hall, where the settees had been disarranged in sus-

picious attitudes of conviviality about scraps of sandwiches and skins of bologna sausages." Loud protest was made at a Philo meeting held to discuss the serious matter, and those who protested most loudly turned out later to have been members of Beta Theta Pi, the "secret society" which they were condemning. This fraternity was the first to be formed at Indiana Asbury and made its appearance in 1845. Among its earliest members were Daniel W. Voorhees, of the class of 1849, later to become a member of Congress and United States Senator.

In those days certain students who were not members of the "secret societies" were greatly agitated over the appearance of these secret bands. They wanted to know what their secret might be, and since they were secret bands they concluded their object must be nefarious. Were they organized to further their ambitions in the Literary Societies; to cover up delinquencies, or just to carouse? But in spite of opposition to such organizations, with the advent of Beta Theta Pi, college secret societies had evidently come to Asbury to stay. In 1856 a second society appeared with the founding of Lambda chapter of Phi Gamma Delta, and three years later (1859) a chapter of Sigma Chi had also been established.

The very newness of the institution and the backwoods character of its location, together with the almost universal lack of good district schools, account for the extraordinary greenness and rustic simplicity of some of the students in the early day. This rusticity, characteristic of so many on their entrance, was in strong contrast to the intellectual strength and self-possession of the finished product at graduation. It is difficult to conceive of the transformation wrought in four years on a James Harlan, who within ten years of his graduation was a United States senator, or in a Newton Booth, of the class of 1846. Booth had speedily acquired a refined classical taste; he went to California soon after his graduation, where he became successively state senator, governor (1871-4) and United States senator (1875-81).

Joseph Tingley tells us in his *Reminiscences of Thirty Years in Asbury*, that "Among the unsophisticated, was one, who, upon first hearing the college bell, ran himself quite out of breath, rushed upstairs into the presence of the bell-ringer and implored him to let him see how it was done."<sup>21</sup>

Since there were no athletics nor gymnasium in these primitive days at old Asbury, where students could find an outlet for their surplus energies, they were compelled to find other ways of amusement. A graduate of the class of 1853 relates a legend about a cave near the college campus, which seems to have afforded many generations of students a never-failing means of entertainment. The cavern was located in Sellers' woods, and was, in fact, little more than a narrow and dirty hole, from the roof of which dripped perpetually drops of liquid mud. Year by year, however, the uninitiated were taken with their tallow dips, to explore this entrance to Avernus.<sup>22</sup>

On one occasion a Kentuckian was taken by four college boys to see Sellers' Cave. With lighted candles they proceeded from the first chamber to the second, and then into the third. The Kentuckian being broad of shoulder, got his head and one shoulder through the last funnel-shaped aperture and there stuck. "He struggled to pull his broad shoulders through; his feet in the air he could not push with them; his candle, crushed in his clutching fingers, went out; the tomblake darkness startled him; and he was alone in a catacomb. Despairing, the cold sweat of his agony bursting from every pore he burst forth, 'Oh, my Lord! My Lord! to come all the way from old Kentucky to go to hell from this hole!'" His despairing cry, however, was heard by his companions, who straightway pulled him out, and as Joseph Tarkington, who recounts the story, tells us, he finally went to heaven from good old Indiana.<sup>23</sup>

One autumn there appeared on the campus an exceed-

<sup>21</sup> *Asbury Review*, March, 1875, Vol. I, No. 2, pp. 1, 2.

<sup>22</sup> *Asbury Review*, May, 1874, Vol. II, No. 8, p. 121, *College Traditions*.

<sup>23</sup> *Posthumous Address to the Alumni of DePauw*, delivered in 1912, p. 14.

Περικλῆς ὁ πολιτικός τοῦ Ἑλλάδος, καὶ  
 τοῦ Ξανδippeῦ υἱός, ἡ προστή ἡ. ἐπὶ  
 τῇ ἡμετέρᾳ αὐτοκρατορίᾳ τοῦ αἰῶνος  
 ἐκφρασεὶς ἐξήκοντος. Ἐμπροσθεν τῶν κλητῶν  
 τῶν Ἑλλὰς ἀνιστάται, τῶν ἀνδρῶν τῶν  
 τῶν στρατευμάτων καὶ κλητῶν  
 τοῦ Περικλέους. Τοῦτο μὲν εἰς τὴν ὥσπερ  
 εἰς ποῖνα γενομένη τῶν πολλῶν ἐπεβλήθητο,  
 καὶ ὡς ἐχούσα ἀρχὴν ὑπερτοῦ ἐν  
 χορίῳ. Ἀλλὰ δὲ καὶ ὁ ἀνδρῶν ἐπὶ στή-  
 νῃ ἐφαίετο, καὶ τῇ ἀκρίβειᾳ Ἑλλὰδος  
 τῇ ἱστορίᾳ, ὅν παρὸν τῇ μεγάλῃ  
 ἐπὶ τῶν αἰῶνων συντελεστὴς γενομένη  
 ἐξ ὧν, ἡ δὲ μὲν τῶν γενομένων ταῖς ἐκβα-  
 ραῖς μεγάλῃ ἐπεσὶ τῇ Ἑλλάδι. Καὶ τοῖον  
 ἐκ τῆς τῆς γενομένης, οὐδὲν ἡγεῖται οὐτος εἰς  
 τὰ δημοσίᾳ πράγματα οὐκ ἐπὶ προθυμίας  
 ἦν, ἀλλὰ ὡς τοῦ ἀριστοῦ τοῦτο  
 οὐτῶς διακρίνεται, τοῦ ἰδιοῦ καὶ βίου  
 μάλλον εἶλε. Ἀλλὰ δὲ τοιοῦτος ἀνδρῶν  
 τῶν δημοσίᾳ πράξεων ἀποδυ-  
 φώμετος ἦν οὐ γοῦνα ξείνῃ προσεῖ  
 ἐπὶ οὐτοῖς εἶλε, ἐπὶ τῇ φιλοσοφίᾳ καὶ  
 ὡς τοῦ περὶ ἰδεῶν καὶ ἐπὶ τῇ



ingly green and seedy freshman. He came to college wearing a suit of clothes which had been an heirloom in the family, belonged to the style of former years, and was threadbare from long usage. Certain students told the owner of the suit that Professor Larrabee would sell by auction any piece of clothing belonging to the students if they so desired, and it was not difficult to persuade this freshman to have his coat auctioned off so that he could buy a new one. When the time came for chapel, this youth marched down the aisle with his coat over his arm and attempted to hand it up to the surprised professor amid the uproar and laughter of the entire assembly.<sup>24</sup>

The beginning of student publications at Indiana Asbury dates from 1847. In June of that year a periodical, in "neatly printed superroyal octavo form" of sixteen pages, appeared. The new monthly was called *The Platonian and Philologist*, and its pages were filled with essays by the students, articles by the professors, and contributions from friends of the university. In spite of the fact that the paper had a surprisingly large circulation, it went down within a year, leaving both societies financially embarrassed. Philo was forced to borrow two hundred dollars from the Bedford bank, which was soon repaid.<sup>25</sup> Later Philo made arrangements to issue a periodical to be called *The Asbury Magazine*, but sufficient subscriptions were not obtained and the magazine never appeared. The beginning of the publication of *Asbury Notes* in April, 1852, has already been noted. This publication, however, was a faculty enterprise.

Examinations were far different affairs in the American colleges before the Civil War than they are today. After each professor had examined his class, the official visitors were then permitted to have their turn at questioning. Some of these visitors were teachers from other institutions and were thoroughly capable of testing the knowledge of the students. Others, however, were preachers chosen by the

<sup>24</sup> *College Traditions, Asbury Review*, May, 1874, *op. cit.*, p. 121.

<sup>25</sup> *Third Catalogue of Philo Literary Society*, p. 11.

SIXTH COMMENCEMENT  
OF  
ASBURY UNIVERSITY.

Wednesday, August 20th, 1845.

ORDER OF EXERCISES

PRAYER.

SALUTATORY--

WILLIAM H. LARNABEE, *Greencastle, Ind.*

OBJECT IN THE CREATION OF MAN--

JAMES F. JAQUESS, *Mt. Carmel Illinois.*

SPLendor OF TO-DAY--

JOHN W. CHILDS, *New-Albany, Ind.*

THE MYSTERY OF LIFE--

OLIVER S. MUNSELL, *Paris, Illinois,*

EFFECTS OF AMERICAN READING--

ROBERT PARRETT, *Evansville, Indiana.*

GREEK ORATION--

WILLIAM R. GENUNG, *Livonia, Indiana.*

THE REPUBLIC OF THE HEART--

WILLIAM M. NISBET, *Cynthiana, Ind.*

DUTY AS A GUIDE IN LIFE--

JAMES HARLAN, *Parke County, Indiana.*

INFLUENCE OF CONSCIOUS IMMORTALITY ON MENTAL EFFORT--

JOHN R. GOODWIN, *Brookville, Indiana.*

THE RIVALS OF TIME--

THOMAS E. TALBOTT, *Madison, Indiana.*

OFFICE OF SOCIAL LAW--VALEDICTORY--

\* JOHN H. YOUNG, *Indianapolis, Indiana.*

DEGREES CONFERRED.

INAUGURAL ADDRESS & BACCALAUREATE--Prof. Tcfft.

BENEDICTION.

MUSIC by the PUTNAM BAND, between the Performances.

VISITER PRINT.—*Greencastle, Ia.*

patronizing Conference. Of one such examination at Indiana Asbury in 1852 a correspondent of the *Indiana State Journal* remarks, "We were there early enough to witness the examination of several of the classes, and if what we saw was a fair specimen, the university may be proud of her students." The students were stimulated to extra effort on these occasions by awards of prizes at the end of each college year.<sup>26</sup>

An old resident of Greencastle, recalling early Asbury commencements, says that on that day the country people came from miles around to hear the speeches. Each member of the graduating class was required to deliver a speech, and as the classes became larger, attending a commencement became almost a feat of endurance. Many people would bring their noonday lunches with them and sit from eight to twelve, then eat their dinners in the chapel so they might hold their seats. Then they would sit from one to five to hear the graduates expound such subjects as "Object in the Creation of Man," "Splendors of Today," "The Republic of the Heart," and "Duty as a Guide of Life."

I have before me a program of the sixth commencement of Indiana Asbury University held on August 20, 1845, and upon it the owner, who sat through the long exercises, has made penciled comments upon each of the speeches, together with the number of minutes each consumed. It is a voice speaking to us out of the long distant past. First on the program came the Salutatory by William H. Larrabee, whose distinguished career as a scholar and editor ended in 1913. On the program his speech is marked "Good"; the second speech, by James F. Jaquess, is characterized as "Excellent"; the third speech, by John W. Childs, was "Very good"; the effort of Oliver S. Munsell was in the judgment of this hearer only "Middling"; Robert Parrett's oration he considered "Very, very good." On the Greek Oration by William R. Genung, a copy of which we have in our possession, there

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<sup>26</sup> *Asbury Notes*, August 6, 1852, Vol. I, No. 9, p. 64. Also *Seventh Annual Catalogue*, 1845, p. 16.

is no comment for obvious reasons. The speech of William M. Nisbet was only "tolerable"; while the rating of James Harlan's oration was "Can't be beat"; and the program closed with the Valedictory by John H. Young with the comment "Good."



## CHAPTER VI

### THE UNIVERSITY FACES THE CIVIL WAR

THOMAS BOWMAN, whose administration covered the crisis years from 1859 to his election to the Methodist episcopacy in 1872, was forty-two years of age when he took up his duties at Greencastle.<sup>1</sup> He was a graduate of Dickinson College in the class of 1837, having received his elementary training at Wilbraham Academy and Cazenovia Seminary. At first he was inclined to enter the legal profession and devoted himself for a year to the study of law, but soon turned to the ministry, and in 1839 was admitted to the Baltimore Conference. From 1840 to 1845 he was engaged in teaching in the Dickinson Grammar School; from 1845 to 1848, due to poor health and the necessity of caring for his aged parents, he ran a farm and a small flour mill. The next ten years were occupied as the principal of the Dickinson Seminary at Williamsport, Pennsylvania, from which position he came to the presidency of Indiana Asbury. In 1842 he married Matilda Hartman, and to them eleven children were born.

The friends of Indiana Asbury entertained high hopes for the future of the university under President Bowman's leadership. "It was believed that the mantle of Simpson had fallen upon Bowman" and that the "Golden Age of Asbury" had returned.<sup>2</sup> His inauguration took place on June 28, 1859, and the inaugural address, on "The Mission of the Christian Educator," presaged an able and bold leadership. President Bowman's keen and analytical mind and his gift of exposition made him an unusually successful teacher and preacher, and he was soon in demand throughout the state.

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<sup>1</sup> Thomas Bowman was born near Berwick, Columbia County, Pennsylvania, on July 15, 1817. His father, John Bowman, was a successful business man, and his grandfather, after whom he was named, was a pioneer Methodist preacher in eastern Pennsylvania. See Bowman, S. L., *The Bowman Family*.

<sup>2</sup> *DePauw University, Semi-Centennial Reminiscences and Historical Addresses, 1837-87*, p. 20.

Several contemporary visitors to Greencastle during the early years of President Bowman's administration have left us their impressions of the town and university. Two visitors in 1859 reported that the moral tone of the town was good, that religious feeling was strong, that there were two large Methodist churches, two Presbyterian churches, and several other Protestant denominations with congregations in the village, and that no one dared to sell liquor except in a clandestine fashion. Greencastle was also maintaining its reputation for health, and it was remarked that probably no other town in the state was so free from illness. Five years later another correspondent in the *Western Christian Advocate* noted the improvement in Greencastle that had been made in the past ten years. Then (1854) it was noted for its unprogressiveness, its rusticity, its ugly residences, and filthy hotels; now (1864) neatness, thrift, and industriousness were evident on every hand. Everything, indeed—residences, grounds well cared for, improved streets—all contributed to make the place an agreeable spot in which to live. Another observer the following year (1865) has left us a very different impression. To him the town was most disappointing in appearance. The streets were narrow, sidewalks more so; in fact, two people could not walk side by side on them without great inconvenience. There was a public square with the business part of the town built around it, but the remainder of the town was just here and there. There was no uniformity in the size of the squares, some were acres in extent, others small and crowded with buildings. The grounds of the college were "extensive and beautiful," but the campus was poorly cared for, while the most prominent object as one entered the grounds was Bishop and Mrs. Roberts's tomb.<sup>3</sup>

A writer in *The Greencastle Republican Banner* for September 30, 1860, has left us an interesting account of how

<sup>3</sup>For descriptions of Greencastle and Indiana Asbury during these years see the *Western Christian Advocate* January 5, 1858; November 9, 1864; June 28, 1865.

the young ladies of Greencastle reacted to the young men who came flocking into the little town with each new academic year. This "female" correspondent felt it her duty to inform the town girls how to act when the students arrived in town. She admonished them to use discretion in their "primping" and not to stand on the streets in groups and stare at every luckless student who passed. She protested against groups of gaping young ladies passing such remarks as: "Look how he walks;" "Did you ever see such an ugly coat?" "Gracious, alive, what an enormous foot!" "Oh! for heaven's sake see what great square shoulders!" She also requested the Greencastle girls to stop rushing the post office, and taking it by assault, every day when the mail came in and the students were there to get their mail. Nor were all her admonitions for the young ladies. She suggested that the students might find better employment than standing on the street corners or sitting with their legs "dangling like plummets" over the sides of empty boxes, and staring at everyone who passed.<sup>4</sup>

By the opening of the Civil War the newer sections of the country were oversupplied with institutions of collegiate rank. Ohio had 24 colleges, Indiana 13, and Illinois 15. As a result of the war, college attendance declined heavily, especially in the smaller institutions. Thus Union College fell from 390 to 294; Princeton in one year decreased from 312 students to 221; student attendance at Denison dropped from 63 to 25, while Lafayette College declined from 87 to 51.

One of the first effects of the firing on Fort Sumter and President Lincoln's call for seventy-five thousand volunteers in the spring of 1861, was the speedy exodus of Southern students from Northern colleges. Indiana Asbury from the first had attracted a considerable number of students from the South, and in the spring of 1861 there were eight or ten in attendance. A contemporary states that these Southern students had been increasingly sensitive over the question of

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<sup>4</sup>*Putnam County Republican Banner*, September 30, 1860, p. 3. Article by Kit Hitt.

slavery and secession, and there was considerable altercation over these questions in the Philo Society particularly, where most of the Southern students were members.<sup>5</sup> The South contained but one fourth the number of colleges found in the North, which accounts for the relatively large number of Southern students in Northern colleges. At Princeton one third of the students were from the South, while most of the better-known Northern colleges had a considerable proportion.

Fort Sumter fell on April 15, 1861, and on that day came President Lincoln's call for seventy-five thousand volunteers, and the greatest excitement prevailed throughout the North. On Tuesday, April 16, all classes were dismissed at Indiana Asbury, and soon a military company known as the Asbury Guards was drilling on the campus. The Sunday previous to the departure of this company, was given over to a series of services for the Guards. At the Roberts Chapel Sunday School there were short speeches by the student volunteers, followed with an address by the Rev. W. O. Wyant, who had also volunteered. Professor Wiley responded on behalf of the university, and President Bowman gave a special lecture in the afternoon. Another religious service was held in Philo Hall at four o'clock, and at the evening service forty-six soldiers joined the church. Professor Tremlin, of the German Department, was selected standard-bearer of the company, and on receiving the colors stated, "I cannot speak much in this language, but I will hold on to this flag till I die." The Asbury Guards departed for Indianapolis on April 24,<sup>6</sup> but returned to Greencastle on May 7, having declined to enter the army for three years' service. They were under the impression that if they entered for three years and the war closed in three months, as many at that time thought it would, they would be held for the longer period. On May 9, however, they departed for Terre Haute,

<sup>5</sup> Recollections of Richard M. Baker. Fite, E. D., *Social and Economic Conditions During the Civil War*, pp. 338-9.

<sup>6</sup> *Western Christian Advocate*, May 15, 1861.



where another regiment was being formed, and eventually the Asbury Guards became a part of the Sixteenth Indiana Regiment. Later a second company was organized made up largely of Indiana Asbury students,<sup>7</sup> which became a part of the Tenth Indiana Volunteers.

By September the Asbury Guards had reached Washington, and we are told that the regiment of which they were a part, presented a sorry spectacle. They were ragged and unkept from frequent and long marches, and so disreputable in appearance were they that they were made to march as the last regiment in the brigade. But their commander, Colonel Kimball, a former student of Indiana Asbury, soon changed their reputation, by drilling his troops incessantly, often drilling them on moonlight nights until midnight.<sup>8</sup>

So great had been the drain upon the student body made by student enlistments that the report became current that the university had suspended. To correct this impression President Bowman sent the following notice to the *Western Christian Advocate*: "As the idea is abroad that we have suspended, allow me to say that this is incorrect. We have had a pleasant term, although we have lost quite a number of students by the war."<sup>9</sup> At the commencement exercises in June, 1861, eight students received the Bachelor degree, six received the A. M. degree, while two honorary degrees were conferred. One of the students graduating this year was John G. Dunbar, who the following year enlisted as a private in the Seventy-ninth Indiana Regiment, and eventually rose to the rank of major. In those days it was the custom among American colleges, generally, to grant the A. M. degree after three years to those who had received the A. B. degree, which accounts for the relatively large number receiving the Master's degree at each successive commencement.

In the class of 1862 there were seventeen graduates, six of

<sup>7</sup> *Putnam County Republican Banner*, May 9, 1861; May 16, 1861.

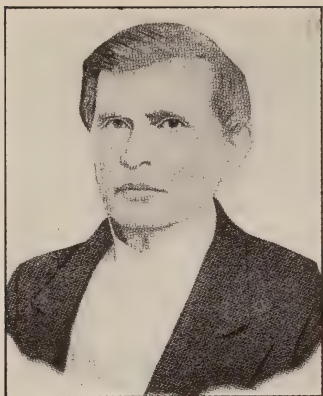
<sup>8</sup> *Putnam Republican Banner*, September 5, 1861.

<sup>9</sup> See *Western Christian Advocate*, June 12, 1861.

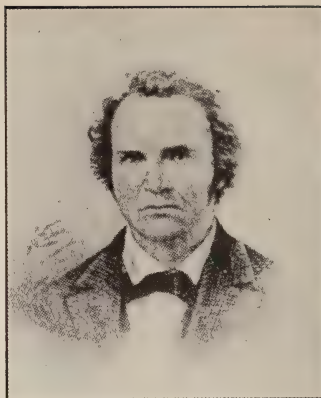
whom entered the Union army on graduation. One member of this class, Henry G. Jackson, entered the ministry of the Methodist Episcopal Church and at the close of the war was sent to New Orleans to take charge of a "Northern" church in that city. In the great race riot in that city in 1866 Jackson was shot and severely wounded. The class of '63 numbered ten members, three of whom were in the Union army. Two members of this class had distinguished careers as scholars and writers: John Clark Ridpath, whose later connection with Indiana Asbury was of large importance, and Thomas B. Wood, who was one of the pioneer Protestant missionaries in South America, where he founded schools, edited pioneer Protestant periodicals in Spanish, and was the author and translator of numerous books in Spanish and English. The class of '64 contained but four members, only one of whom entered the army, and the class of '65 contained ten graduates none of whom had war experience.

In the summer of 1864 the following notice appeared in the *Indiana Journal* for August 27, signed by President Bowman: "All worthy returned soldiers who come well recommended will be admitted—on free scholarships. Those wishing to avail themselves of this privilege should write, if possible, before the opening of the session, September 14." In the attempt to keep up the student attendance during the war the above is but one of numerous plans that were tried. In the summer of 1862 the trustees authorized that the faculty travel throughout the state to present the claims of the university to the people. In the autumn of 1863 nearly two hundred students enrolled, which was the largest number for several years. In their spring meeting of 1863 the trustees found it necessary to discontinue the Law Department. The previous year a Committee on the Law Department had reported that it did not consider the department a success and recommended that it should either have a more intimate relation to the university and more support or be discontinued. In May, 1864, the call for one-hundred-day troops again reduced the student body, for some fifty or

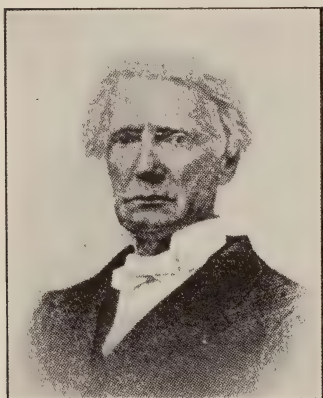




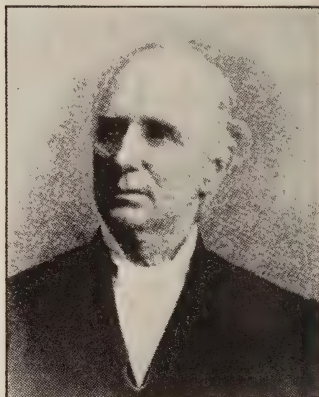
MATTHEW SIMPSON



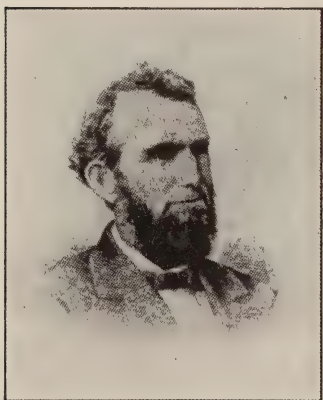
LUCIAN W. BERRY



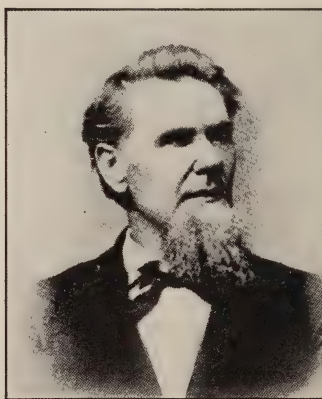
DANIEL CURRY



THOMAS W. BOWMAN



REUBEN ANDRUS



ALEXANDER MARTIN

PRESIDENTS OF INDIANA ASBURY UNIVERSITY 1839-1889



sixty of the students enlisted in a company formed at Greencastle.

In May, 1864, the news came to Greencastle that President Bowman had been chosen chaplain of the United States Senate for the then unexpired term and for the whole of the ensuing short term. Doctor Bowman accepted the position and during that summer and a part of the following year was in Washington performing the duties of his office.

Indiana Asbury's contribution to the cause of the Union from her alumni, former students, students and faculty included one major-general; one brigadier-general; one governor's aide; fourteen colonels; nine lieutenant-colonels; thirteen majors; seventeen chaplains; one medical director of an army corps; seven surgeons; seven adjutants; fifty-two captains; forty lieutenants, four of whom were in the navy, and one hundred and fifty-eight noncommissioned officers and privates.<sup>10</sup> Of these, three were later members of Congress. During the war period no less than eleven Asbury graduates were serving as college presidents; Albert G. Porter, of the class of 1843, was a member of Congress from 1859 to 1863, and later became the first comptroller of the United States Treasury, served as governor of Indiana from 1881 to 1885, and from 1889 to 1893 was the United States minister to Italy. In the United States Senate were James Harlan representing Iowa and in the lower House was Daniel W. Voorhees, of the class of 1849.

Among those whose names appear on Asbury's Roll of Honor was Miles J. Fletcher. Professor Fletcher had come to Indiana Asbury in 1844 as professor of English Literature, but had severed his connection with the university and was at this time the superintendent of public instruction. He was among the first to take an active interest in the efforts to relieve the wants of the soldiers and had taken a leading part in promoting the work of the United States Sanitary Commission in Indiana. While on his way to Evansville with Governor Morton, to accompany a steamer with sur-

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<sup>10</sup> *Catalogue* for 1864-1865 contains a *Roll of Honor*.

geons and supplies for the wounded at Shiloh and Corinth, Professor Fletcher was killed at Sullivan, Indiana, when, as he was looking out of the car window, his head was struck by a car standing on a siding.<sup>11</sup>

At least five graduates of Indiana Asbury served in the Confederate army. Perhaps the one rendering the most distinguished service was Reuben W. Millsaps, of the class of 1854. Enlisting as a private, Millsaps was soon promoted to the rank of captain and eventually rose to a lieutenant-colonelcy. After the war he became a prosperous Mississippi banker and in 1892 founded Millsaps College at Jackson, Mississippi, under the control of the Methodist Episcopal Church, South.<sup>12</sup>

One of the most colorful figures in the public life of Indiana during the course of the Civil War was Daniel W. Voorhees, who came to be known as the tall Sycamore of the Wabash. Voorhees was a member of Congress from 1861 to 1866, and from 1869 to 1872. In 1877 he was elected to the United States Senate, where he served continuously for twenty years. His wife was Anna Hardesty, of Greencastle, the daughter of Rees Hardesty, one of Indiana Asbury's most devoted trustees in the early years. Voorhees was a Democrat and a fearless and caustic critic of the Lincoln administration. He was often denounced by the Republican press, but no one doubted his ability or sincerity, and he performed a type of service to the country which few had either the courage or ability to render. The *Putnam Republican Banner* for April 9, 1863, thus reports a speech of Mr. Voorhees:

There can be no question of Mr. Voorhees' ability as a stumper, but on this occasion his speech was a compound of the small politician, and the adroit trickster. Of patriotic statesmanlike sentiments it contained not a sentence, but was replete with

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<sup>11</sup> Professor Fletcher's portrait has hung for many years on the west wall of the Chapel gallery. Terrill's Report, Vol. I, p. 332.

<sup>12</sup> Other former students and graduates who saw service in the Confederate army were Captain Joseph B. Gaithright, D. A. Warsson, W. H. Abney, and Thomas E. Crutcher.

political villainy. The speech, however, fell on the crowd like a wet blanket, all sides considering it a failure.

The finances of Indiana Asbury during the years of President Bowman's administration were never in a satisfactory condition. In 1859 the endowment fund was in round figures \$67,000, which was invested at ten per cent. In this year there was a deficit of \$1,100 which had to be made up from the principal, and the friends of the institution considered the situation exceedingly serious. At their meeting in 1860 the trustees proposed to raise an additional \$100,000 by selling scholarships, and four agents were placed in the field to canvass the state. This plan was only partly successful and by 1868 the endowment had only been increased to \$79,886.

One of the results of the war, which bore heavily upon salaried people generally, was the rapid rise in prices of all commodities. Before the war Indiana prices were: flour, \$4 per barrel; pork, 3 cents per pound; sugar, 6 cents; coffee, 12 cents; calico, 10 cents per yard; corn, 25 cents per bushel. In 1863 the same commodities were 80 cents for corn; 18 cents for sugar; 10 cents for pork, and so on in like proportion. Prices went up nearly fourfold, complained a writer in the *Western Christian Advocate* in 1863, "but preachers must do with the same old salary or starve."<sup>13</sup> This rise in cost of living is reflected in the estimate of boarding costs which appears in the college *Catalogues*. In 1861 the estimate of the cost of board per week was \$2-\$3; in 1865 it was \$3.50 to \$5. The janitor's fee was increased to \$3, though the library fee was abolished for the use of the Whitcomb Library and students were allowed free access, though under faculty regulation.

The increased cost of living is also reflected in the increased salary scale adopted by the trustees for the faculty at their spring meeting in 1865. According to this action President Bowman's salary was fixed at \$1,600 for the year

<sup>13</sup> Herrick, H. N., and Sweet, W. W., *History of the North Indiana Conference* (Indianapolis, 1917), p. 71.

1865-6; professors were to receive \$1,350 and adjunct professors \$1,000.<sup>14</sup>

The artificial stimulus to business which came as a result of the Civil War brought prosperity generally to the North and by the close of the war money was plentiful and easy to secure.<sup>15</sup> Wages and salaries had greatly increased and farmers were getting high prices for their products. This was considered a good time by the trustees of Indiana Asbury to secure an increased endowment, and between the years 1864 and 1866 what was known as the Centenary drive was inaugurated. The reasons for this drive are set forth in the following statement of the trustees:

The present income of the institution, that is, the interest from the Endowment fund, is not quite sufficient to meet the current expenses at the present scale of prices. The increased cost of living demands an increase in the faculty salaries. The rate of interest is likely to be lowered rather than increased. The wants of the university demand additional buildings, library equipment and apparatus. Also an organization and endowment of a Law department, Medicine, and Theology; and to which on a scale to commensurate with the wants of the age and creditable to Indiana Methodism will require a large increase of permanent endowment.

"Money," they state, "is plentiful and there is a willingness on the part of friends of the Church to contribute liberally to the various benevolent, literary, and religious enterprises under her care."<sup>16</sup>

The year 1866 was the one hundredth since the establishment of the first Methodist classes in America and the occasion was used by the Methodist Episcopal Church throughout the country to lay emphasis upon its educational foundations. A committee was formed in Indiana to raise \$160,000, more than half of which was to go to Indiana Asbury University. The net result of the drive was a disappoint-

<sup>14</sup> MS. *Minutes of the Board of Trustees*, June, 1865, p. 222.

<sup>15</sup> See *Social and Industrial Conditions During the Civil War*, by E. D. Fite. The Macmillan Company, 1910.

<sup>16</sup> *Minutes of the Board of Trustees* (MS.), June, 1864, Vol. II, p. 213.



ment, as the actual amount collected was but slightly above \$14,000. During the last year of President Bowman's administration a loyal friend of the university, Robert Stockwell, of Lafayette, made an initial gift of \$25,000; a year later (1872) he added \$27,000 to his gift, and in 1873 another \$25,000, bringing his total gifts to the university to \$77,000, giving to Robert Stockwell the distinction of being the largest single donor up to that time.

The agitation for a second building for the university was continued through a period of several years before anything was actually accomplished toward its erection. In 1856 the trustees took action toward adding new buildings. Ten years later (1866) it was suggested that the town of Greencastle and Putnam County should be willing to contribute \$30,000 toward a new building, and at the trustees' meeting in the summer of 1867 a building committee was appointed, which was instructed to begin the erection of a new building as soon as the sum of \$30,000 in valid subscriptions was secured.

Plans for placing the needs of the university before the people were instituted through the church periodicals,<sup>17</sup> and numerous articles appeared setting forth arguments why new equipment was needed. Finally at a special session of the trustees in March, 1868, it was definitely decided to erect a new building and several architects were asked to submit plans. During the summer the plans submitted by a Mr. Vrydaugh, of Terre Haute, were accepted.<sup>18</sup> By the spring of 1869 it was thought that there was at least \$46,000 of available subscriptions, and on March 26 a contract to begin excavation was let, which called for the completion of that work by May 10.

Excavation had hardly begun before the building committee discovered that funds were running low and subscription collections were not keeping up with expenditures. As

<sup>17</sup> *Western Christian Advocate*, July 24, 1867, p. 2. See also *Minutes of the Northwest Indiana Conference*, 1869, p. 30.

<sup>18</sup> *Minutes of the Board of Trustees*, MS., March 9, 1869, pp. 272-3.

a result work was soon discontinued. Agitation now began for the removal of the university to some other site and several plots of ground were suggested.<sup>19</sup> The trustees took these propositions into consideration and finally decided to sell the old building and build a new plant on one of the sites offered. Before removal was to be considered, however, \$40,000 was to be realized from the sale of the old building and subscriptions and if the sum was not raised in a specified time the trustees would consider the removal of the university elsewhere. At the June meeting of the trustees in 1870, however, it was definitely determined to keep the university at Greencastle and on the original grounds, and instructions were given that the new building should be started at the earliest possible moment.<sup>20</sup> On September 8, 1870, the contract was let to put in the foundation and on October 20 the cornerstone was laid.<sup>21</sup> On this occasion addresses were made by President Bowman, and the Rev. Aaron Wood. It was not, however, until the middle of 1871 that the basement story was completed. From this time work on the building was carried forward as money was available, and the minutes of the Board of Trustees for the period furnish a vivid picture of their efforts and embarrassments. When a donation was received, work would be resumed until it was exhausted, when there would be a lull. Donations were received for the finishing of specific rooms and the names of the donors were placed on the doors. Some of these rooms were finished before the roof was on the building. After two years of this procedure Jesse Meharry gave \$10,000 toward the building fund and Washington Charles DePauw

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<sup>19</sup> On the agitation to remove the university to a new site see, *The Minutes of the Northwest Indiana Conference*, 1869, p. 27; *Putnam Republican Banner*, July 8, 1864; MS. *Minutes of the Board of Trustees*, June 30 and July 1, 1869, pp. 284-9.

<sup>20</sup> *Western Christian Advocate*, September 8, 1869, p. 1; July 6, 1870; also *Minutes of the Board of Trustees Building Committee*, September 8, 1870.

<sup>21</sup> The articles placed in the cornerstone as listed in the *Putnam Republican Banner*, October 27, 1870, were photographs of the faculty and of the first women graduates; badges of the fraternities; autographs of the Class of 1871; Charter of the University; various contemporary newspapers and circulars and other articles.

promised to give enough more to complete the building.<sup>22</sup>

The outstanding change in the internal affairs of the university during the eighteen sixties was the admission of women in 1867. Agitation for the admission of "females" as students in Indiana Asbury had been going on for ten years. In 1857 the trustees appointed a committee to look into the matter; again, in 1860, a committee was appointed to take action on female admission. In August of the latter year President Bowman proposed the establishment of a female school either as a part of the university or as a separate institution. While all of these proposals were favorably received, the coming on of the Civil War prevented action. Immediately on the close of the war, the trustees at their meeting in 1866 passed a resolution stating that as soon as possible buildings should be erected at Greencastle to furnish educational facilities to the young women of the state. The following year definite steps were taken authorizing the admission of women to all the college classes, though they were not to be admitted to the Preparatory Department.<sup>23</sup>

Miss Laura Beswick was the first young woman to matriculate in Indiana Asbury and during the year four others joined her. One of the examiners in 1868 thus comments on the new situation: "It was a novel sight to find in the halls of old Asbury five lady freshmen, yet all who witnessed the examination could but feel that it was a privilege worthily bestowed, and that there need be no fear by any young man in the university that the standard of the university character will suffer from its lady collegians." By 1869 it was evident that the experiment was a success, and President Bowman reported<sup>24</sup> that "the young ladies have done well in their studies, their presence in the classes has been productive of

<sup>22</sup> Brown, *History of DePauw University*, pp. 33-4. *Western Christian Advocate*, June 26, 1872. MS. *Minutes of the Board of Trustees*, 1871 to 1875.

<sup>23</sup> For early trustee action on the matter of admitting women see MS. *Minutes of the Board of Trustees*, July 14, 1857; June 26, 1860; August 28, 1860; June 25, 1861; June 24, 1863; June 20, 1865. See a letter in *Western Christian Advocate*, April 18, 1855, advocating admission of women.

<sup>24</sup> *Western Christian Advocate*, June 28, 1871; January 8, 1868; July 14, 1869.

decided good to the other sex, and time has demonstrated the wisdom of their admission."

Admission of women, however, was not accomplished without some rather strenuous opposition, which came particularly from alumni and students rather than from the general constituency. The youthful editors of the *Asbury Review* were fearful for the good standing of old Asbury among their contemporaries, such as Wabash, which had not succumbed to the "reform." The editors in the first number for the academic year of 1867 opened an attack with an editorial on "Females in Asbury." There are, they pointed out, numerous "respectable colleges" in both state and nation for the education of young ladies. They ask,

What good argument can be advanced in favor of making a *mixed school* of Indiana Asbury University, which points with pride to a long list of graduates, prominent for wisdom and piety and which, till now, has had a first-class reputation among the colleges of the West?

To the argument that female students will exercise a refining influence over the male students, they replied, "There are other maidens as fair outside college walls," and as a matter of fact, Betty Locke Hamilton herself is authority for the statement that if the first Asbury coeds had been fairer to look upon, they might not have had so hard a time. The students are urged to present a unanimous petition to the trustees and faculty to change the sad state of affairs, stating that, "Then and only then, will we feel more like *students* of a respected *university*, and not like *urchins* in a *district school*." The editorial closes with the threat that unless the trustees repeal their action admitting females they will seek "other halls of learning that have not yet experienced the withering touch of this erroneous and demoralizing system." Upon this "sad-oppression" editorial the editor of the *Attica Ledger* commented that "the fledgling (editor) writes like an 'urchin' and the smell of bread and butter will probably pervade him for several years yet."





FIRST WOMEN STUDENTS AT DEPAUW



The *Review* for January 9, 1868, returns to the attack, stating in an editorial:

. . . during vacation we had the pleasure of meeting many old graduates and former students of the university and all were anxious to know how the students and members of the Alumni regard the *innovation*. We have the first one yet to meet who spoke favorable.

Several alumni offered to sustain the position taken by the *Review*, by writing letters to be published in its columns. One such letter signed "Alumnus" descends to personal abuse of the trustees for admitting women, calling them charlatans and swindlers, and accuses them of perfidy, and of having violated the faith of all who had subscribed to the endowment, which was intended for men and not for women. The Methodist ministers were either negligent or ignorant, while the morals of the young ladies would undoubtedly suffer, as has been proven by the experience in "other hermaphrodite institutions," and he closes his diatribe with the warning that the alumni would undoubtedly withdraw their financial support from an Alma Mater whose affairs were "so grossly mismanaged."

By this time the faculty evidently thought that student and alumni attacks on coeducation had gone far enough, for in their meeting on January 29 they passed a resolution promising the parents of the young lady students that their daughters will receive the same care and protection given the males. The following week the Letter from "Alumnus" and the other articles in the *Review* came in for faculty condemnation, which they characterize in a unanimously adopted resolution, as "grossly disrespectful to the ministry of Indiana, the trustees, and the faculty and discourteous to the young ladies attending the institution," and they are of the opinion that the editors should make a "public and full disavowal of any endorsement of the offensive language of said articles." The faculty further state that they are not opposed to respectful discussion of mooted topics, but that

disrespectful allusions toward the patrons of the university cannot be tolerated, and that they expect the editors of the *Review* to give assurance that no further communication of that nature will be published. In case they see fit to disregard this request it shall be considered as "an offense requiring prompt discipline." Four days later four meek young men appeared before the faculty and expressed their entire willingness to comply with the faculty request. Thus ended the battle of the *Asbury Review* over the great issue of the admission of women at Indiana Asbury University.<sup>25</sup>

It is evident from contemporary newspaper comments that the admission of women at Asbury met wide approval.<sup>26</sup> At the spring exhibitions held in 1869 Miss Bettie Reynolds Locke and Miss Laura Beswick carried out their part of the program so admirably that those in attendance were fully convinced that they had proven their right to share in the privileges of the university. They "put to shame, if that were possible," stated the *Banner*,<sup>27</sup> "the male sprigs who so strenuously resisted their entrance to the university."

By 1869 the women students had formed a literary society called the Philomathean. The first commencement in which women graduates participated was that of 1871, when Alice Olive Allen, Mary E. Simmons, Bettie Reynolds Locke, and Laura Beswick were listed among the thirty-six graduates. Miss Beswick and Miss Locke each made commencement addresses, and when the young ladies stepped forward on the platform the audience had a strong desire to applaud vociferously, but were constrained by the president, who suggested that they applaud with their eyes and ears rather than with their hands and feet. Both speeches contained allusions to the opposition which the male students had made to their admission, and to their unwelcome attitude in the classroom. That year there had been thirty-five women in attendance,

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<sup>25</sup> For materials dealing with the student opposition to coeducation see a manuscript article on "The First Coeds," by Lilian Hughes Neiswanger.

<sup>26</sup> See statement from *The Independent*, New York, quoted in the *Putnam Republican Banner*, June 17, 1869. *Asbury Review*.

<sup>27</sup> April 1, 1869.



and one of the trustees at the time of their admission who had watched the experiment with interest through the years, stated in 1887:

It has now become no uncommon thing to see the fair sex with the sterner kind struggling up the hill of science. It is sometimes hard to tell which will get there first. But anyhow the pathway is not so lonesome as it once was.

The period of President Bowman's administration saw the formation of four new fraternity chapters at Indiana Asbury. In 1865 a chapter of Phi Kappa Psi made its appearance on the campus, to be followed a year later by a chapter of Delta Kappa Epsilon; Phi Delta Theta was the sixth fraternity to form a chapter at Greencastle in 1868, and in 1871 the Delta Tau Delta fraternity made the seventh. The year previous to the formation of the Delta Tau Delta fraternity, a group of Asbury young ladies inaugurated a new venture in "female" college activity; they formed a sorority, the first to be established in any American institution, and called it Kappa Alpha Theta.

In many respects President Bowman was in advance of his time in his educational ideas. This fact is well illustrated by his advocacy of electives in the college curriculum. His idea was to permit the student at the end of his Junior year to select such course of study as his inclinations may direct, with the view to fitting himself for a particular sphere in life. This represented a radical departure in American collegiate education, and while Asbury was not the first in the country to introduce it into its curriculum, it was the first in the Central West. The elective course was introduced in 1866, by which students were permitted to make a choice of subjects from the classical and scientific courses in the Junior year. The subjects, however, were to be taken in the order prescribed.<sup>28</sup>

Just previous to the outbreak of the Civil War there was

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<sup>28</sup> *Catalogue, Indiana Asbury University*, 1866-7, p. 25; also *Putnam Republican Banner*, June 27, 1867.

erected on the campus the now familiar monument to Bishop and Mrs. Robert R. Roberts. Bishop Roberts had died at his farm in Lawrence County in 1843 and the following year his remains had been removed to the campus of Indiana Asbury. Later Mrs. Roberts came to reside in Greencastle, where she remained until her death, when her body was placed beside that of her husband. The Indiana Conference in 1844 had resolved to raise a fund among the preachers for a suitable monument over the graves of the pioneer bishop and Mrs. Roberts, but for some reason this had never been done. In 1857 a committee was formed representing the three Methodist Conferences in Indiana, which were instructed to collect one dollar from each Methodist preacher in the state to erect the long-delayed monument. This committee was active in carrying out its instructions and, on May 18, 1859, the monument was placed with appropriate ceremonies. The Rev. Aaron Wood made the principal address. The inscription was composed by Bishop Joshua Soule at the request of Indiana Methodist Conferences.<sup>29</sup>

By 1871 Indiana Asbury University had sent out into the world 423 graduates. Of this number 327 had graduated from the college, 56 in Law, and 40 in Medicine. Not counting the class of 1871, there were 389 alumni, of whom 47 were ministers, 3 were missionaries, 10 were college presidents, 20 were members of college faculties, 59 were physicians, 129 were lawyers, and 121 were in other callings. One of the interesting revelations which a study of the alumni discloses is, that among the early graduates so large a proportion entered the legal profession. This was in great contrast to other contemporary colleges. At Wabash College, of the first 65 graduates 45 had entered the ministry; in 1847 Hanover College had graduated 92 students, and of that number 47 were in the ministry; in 1850 at least half the

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<sup>29</sup> The cost of the monument was \$412. At the time of the dedication that sum had not yet been raised, and the remainder was finally paid by one of the trustees, J. S. McDonald, Esq., in 1866. *Minutes of the Indiana Conference*, 1858, p. 29. See also the *Western Christian Advocate*, June 1, 1859.

graduates of Western Reserve had entered the ministry, which was also the case at Illinois College. The failure of Indiana Asbury to train a like proportion of ministers is very probably owing to the fact that it had not been established for that purpose.<sup>30</sup>

In 1870 there were 254 students in the college and 90 in the Preparatory Department—a total of 344. There were eight members of the faculty, and the total income of the university, besides the janitor's fees, was \$8,000. In the same year the State University at Bloomington had a total of 279 students, an income of \$23,000 and a faculty of thirteen members.

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<sup>30</sup> For a discussion of the motive in establishing frontier colleges see Tewksbury, *The Founding of American Colleges and Universities Before the Civil War*, etc., pp. 78-89.

CHAPTER VII  
RECONSTRUCTION IN  
UNIVERSITY AND NATION: 1872-1880

CHARLES A. AND MARY RITTER BEARD, both graduates of DePauw University in the classes of 1898 and 1897 respectively, in their epic account of *The Rise of American Civilization*,<sup>1</sup> have given the name, "The Gilded Age," to those years from the close of the Civil War to the end of the century, a period primarily characterized by the growing wealth and luxury of the great republic. The rapid increase in national wealth made vast sums available for the improvement of education, and during this period organized learning was reconstructed from top to bottom. In the year 1871, seventy millions of public funds were dedicated to education, and by the end of the century the amount annually appropriated for that purpose was more than two hundred millions. The transformation in education in the lower realms is indicated by the rapid increase in the number of public high schools. When Abraham Lincoln was inaugurated President of the United States, there were in the whole country not more than one hundred public high schools; in 1880 there were more than eight hundred, and by the end of the century the number had increased to more than six thousand. The same influences which created the public high schools also were responsible for establishing new state universities, especially in the Middle West.

But this period was not only characterized by the vastly increased public funds made available for education but also by immense private gifts to colleges and universities. In 1876 Johns Hopkins University was opened, established by a Baltimore merchant of that name. Leland Stanford, Cornell, and Vanderbilt universities were also founded dur-

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<sup>1</sup> *The Rise of American Civilization* (New York, The Macmillan Company, 1930), Vol. II, pp. 467-77, for an excellent summary of the transformation in education during the period following the Civil War.



ing this period through the dedication of private fortunes to higher education. In rapid succession came also the establishment of the great women's colleges—Vassar, Wellesley, Smith, and Bryn Mawr—and a whole series of new technical institutions began to appear, the result of private endowments, while the Morrill Act passed in 1862 inaugurated the policy of granting federal lands to aid industrial and mechanical education.<sup>2</sup>

Thus there was introduced within a relatively short time a whole series of secular influences in American education, and as a result it was not long until laymen began to exercise a larger and soon a controlling influence even in many colleges which had had a religious origin. The old classical discipline which had been transmitted through ecclesiastical influence began to give way also to a new and more practical emphasis. The coming of Charles William Eliot to the presidency of Harvard College in 1869 may be fixed as the beginning of this new period in higher education in America. Under his leadership the old-time teachers began to give way to younger men fresh from their training in European universities, while the old rigidly prescribed courses for graduation soon gave place to a wide range of new studies from which the student was at liberty to choose, almost at pleasure, his own program.

No college west of the Alleghenies responded more quickly to these new emphases than did Indiana Asbury, and the several new trends which have been noted above were soon to be discerned in what was taking place at Greencastle within the following three decades.

It was unfortunate for Indiana Asbury that she was under the necessity of changing presidents in the very midst of this period of transition and increased interest in education. But the call of the Church was insistent, and President Bow-

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<sup>2</sup> The Columbia School of Mines was established in 1864; the Massachusetts Institute of Technology and the Worcester Polytechnic in 1865; Lehigh University in 1866; Stevens Institute of Technology in 1871; Case School of Applied Science in 1880; Rose Polytechnic in 1883; Brooklyn Polytechnic Institute in 1889.

man was elected a bishop at the Methodist Episcopal General Conference of 1872, his resignation as president of Indiana Asbury taking effect on October first of that year. The election of his successor took place at the Meridian Street Methodist Episcopal Church in Indianapolis on July 31. Four candidates were nominated: John W. Locke, who had been professor of mathematics at Indiana Asbury since 1860; President P. S. Donelson, of the Ohio Wesleyan Female College at Delaware, Ohio; the Rev. C. N. Sims, later to become chancellor of Syracuse University; and the Rev. Reuben Andrus. On the first two ballots no one had a majority, but on the third ballot, Reuben Andrus received a majority of all the votes cast and was declared elected fifth president of the Indiana Asbury University.<sup>3</sup>

Reuben Andrus was born in Rutland, New York, on January 29, 1824, but at an early age moved with his parents to Fulton County, Illinois, and here on his father's farm he grew to manhood. He entered McKendree College in 1845, where he was graduated in 1850, and the same year entered the Illinois Conference of the Methodist Episcopal Church. He soon became associated with the faculty of Illinois Wesleyan University and alternated between the pulpit and the classroom until his election to the presidency of Indiana Asbury. During the eighteen years of his ministry he filled five pastorates in central Illinois as follows: Quincy, Jacksonville, Springfield, Decatur, and Bloomington; he was returned to four of these appointments a second time—an indication of the success and popularity of his ministry. For six years he was connected with Illinois educational institutions and came to Asbury well equipped in experience for the arduous duties which faced him as President Bowman's successor.<sup>4</sup>

<sup>3</sup> MS. *Minutes of the Board of Trustees and Visitors*, July 31, 1872, pp. 356-7. There were 22 members present. On the first ballot Andrus received 6 votes; on the second, 9; and on the third, 12.

<sup>4</sup> *Alumnal Register Quinquennial*, 1900, pp. 24-6, article by Henry J. Talbot, D.D., of the class of 1873; also *Greencastle Republican Banner*, August 15, 1872.

The new president was well received by the faculty, students, and citizens of Greencastle, while the Indiana Conferences gave him a hearty welcome, and he was soon busy dedicating churches and performing numerous other functions expected of Methodist college presidents.<sup>5</sup>

The inauguration of President Andrus took place on the evening of September 11, 1872, with the president of the Board of Trustees, A. C. Downey, delivering the charge and presenting the keys. When the new president assumed his duties at the university, its prospects were never more hopeful. Within the three years previous to 1872 the assets of the university had been increased by \$120,000, and as the college year opened in September, 1872, Robert Stockwell, of Lafayette, increased the endowment by a gift of \$27,000, while the new college building was nearing completion. The nine members of the faculty, besides the president, were Joseph Tingley, professor of natural science; Philander Wiley, who occupied the chair of Greek language and literature; Lewis L. Rogers, professor of Latin language and literature; John Clark Ridpath, who combined the duties of teaching Belles-Lettres and history; John E. Earp, whose professorship was modern languages and Hebrew; and Patterson McNutt, who had become a member of the faculty at the same time that Doctor Andrus was chosen president, was professor of mathematics; the Honorable William A. Brown was professor of law; while John B. DeMotte, later to win fame throughout the country as a lecturer, was tutor of mathematics and English. By action of the trustees in June, 1873, the salaries of professors were increased to \$1,700, while the president's salary was fixed at \$2,200, which was munificent indeed for that time, and an indication of the optimism which prevailed throughout the country just previous to the panic of 1873.<sup>6</sup>

<sup>5</sup> *Northwest Indiana Conference Minutes*, September, 1872, p. 46; *Western Christian Advocate*, December, 25, 1872, p. 410; *Asbury Monthly*, April, 1883, p. 163; *Mirage*, 1912, p. 11, an estimate of President Andrus by H. A. Gobin.

<sup>6</sup> Previous to this time the salaries ranged from \$1,400 to \$2,000. *Minutes of the Board of Trustees*, p. 360.

At this period we note the beginning of the agitation for the formation of a military department which was to include, besides military drill, gymnastics and engineering, but this dream did not materialize until some years later.<sup>7</sup>

There were four possible courses which a student might take at Asbury in the eighteen seventies. The Classical course, leading to the A. B. degree, was considered the most complete and required a full schedule of Latin and Greek studies. The Scientific course, leading to the B. S. degree, permitted the student to substitute certain scientific studies for some of the Latin and Greek; the Biblical course was especially designed to prepare those intending to enter the ministry, while the Normal course was to qualify for teaching. The Law School still continued, but in a very limping manner, the teaching of the law classes being largely in the hands of members of the local bar, and the school included a number of young men from Greencastle who were not regular students.<sup>8</sup>

The faculty, responding to the new emphasis in education just beginning to be sensed, of their own accord entered new fields of scientific and linguistic studies. In the department of natural science analytical, agricultural, and pharmaceutical chemistry was taught; the professor of Greek gave instruction in Sanscrit; the professor of Latin also taught Spanish and Italian; Anglo-Saxon was offered by the professor of Belles-Lettres; instruction in Swedish could be had under the professor of Modern Languages, while John B. DeMotte organized a large class in Phonography, which met twice weekly.<sup>9</sup>

The relation of trustees to faculty and students was defined by the trustees in 1874, and we note the contrast between the large authority they assumed at that time as compared with trustee authority today. The power of the

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<sup>7</sup> *Asbury Review*, March, 1873, p. 4.

<sup>8</sup> *Western Christian Advocate*, August 28, 1872; also *Greencastle Banner*, December 5, 1872.

<sup>9</sup> *Catalogue*, 1872-3, pp. 18, 39, 40, 67.



trustees over the faculty was declared complete, but in the matter of student discipline the decision of the faculty was final. An expelled student could be reinstated by the trustees, but only if the faculty consented, and no student could be expelled or suspended without being called personally before the faculty and heard in relation to the charge against him.<sup>10</sup>

Student attendance during the administration of President Andrus was relatively large. In 1872-73 there were 360 students; in 1873-74 the enrollment was 450; and in 1874-75 there were 451 in attendance. The number of volumes in the several libraries was about ten thousand; of these 4,500 were in the Whitcomb collection, about three thousand in what was called the circulating library, and the remainder were to be found in the several libraries of the Literary Societies.<sup>11</sup>

Indiana Asbury does not seem to have been seriously affected at first by the financial stringency generally prevailing throughout the country after 1873. In 1874 the treasurer reported receipts for the year at \$11,662.53 and a deficit of only \$75.23. That year the consolidation of the Indiana Female College of Indianapolis with Indiana Asbury brought increased endowment of over \$11,000. The following year, however, there was a deficit of over \$3,000, caused by decreased income from the endowment due to the general financial situation prevailing during these years. In October, Robert Stockwell added another \$25,000 to the \$52,000 he had already contributed, which he directed to be used as a nucleus for the endowment of a Biblical professorship. It was during these years also that Washington C. DePauw, of New Albany, was beginning to manifest a growing interest in the university. But perhaps the most important financial happening during the Andrus administration was the adoption of free tuition. This was done by action of the Board of Trustees at their meeting in June, 1873. By

<sup>10</sup> *Minutes of the Board of Trustees*, June 24, 1874, p. 390.

<sup>11</sup> *Catalogues*, 1872-73; 1873-74; 1874-75.

this act the numerous life scholarships which had been sold in the early years of the university's life were rendered of no further value and enabled the university to increase its income through student fees, which have steadily grown in amount through the years.<sup>12</sup>

It was in 1873 that William Newkirk gave to the university a telescope, and the east tower of East College was fitted up as an observatory. Here "nestled down among several chimneys it was continually enveloped in a thick cloud of smoke," which prevented any effective use of the instrument. The telescope, however, was a good one and was later installed in the McKim Observatory, where it is still in use.<sup>13</sup>

On April Fools' Day, 1874, the college community was thrown into an uproar by the scattering of a vulgar "bogus" about the campus. The sheet was filled with scandalous and scurrilous detraction not alone of the faculty and certain of the students, but also of several respectable ladies of the town. As a result of this escapade, six members of the Senior class were dismissed and nine students were indicted by the local grand jury for participation in the publication and circulation of the disgraceful sheet.<sup>14</sup> The bogus was printed in Indianapolis and sent to Greencastle as leather. This seems to have been the first bogus to appear at Indiana Asbury, but thereafter for several decades the bogus was to make more or less frequent appearances on the Asbury campus, an indication of the rough and vulgar period through which the whole country was passing.

A few months before the appearance of the bogus the students on entering chapel for morning prayers were surprised to find the Senior benches pitched out of the window and smashed up generally, while the fumes of burning

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<sup>12</sup> *Minutes of the Board of Trustees*, June 23, 1874, p. 385; also Brown, p. 36.

<sup>13</sup> Brown, *op. cit.*, p. 34.

<sup>14</sup> *The Greencastle Banner* for April 9, April 30 and May 7 prints the details regarding the action of the grand jury, the dismissal of the Seniors and the manner by which the bogus was printed and brought to Greencastle.

asafoetida "floated refreshingly upon the balcony air." A few weeks later (February 17, 1874) when the faculty and students assembled in the chapel, it was found that molasses had been generously spread over the platform and seats. One young man spread his handkerchief over the molasses and sat down, but when he arose, a flag of truce gracefully floated in the rear.<sup>15</sup>

Considerable surprise was caused in the fall of 1875 when before a special session of the trustees in Indianapolis, held behind closed doors, President Andrus, after a few remarks, tendered his resignation. It was stated in the press that Doctor Andrus had concluded to return to the work of the pastorate, and at the next session of his Conference he was assigned to Trinity Church, Evansville, a pulpit he had held five years earlier. The real reason for the action on the part of the president seems to have been a matter of student discipline, which had aroused students and faculty and brought much criticism upon the president.<sup>16</sup>

Thus an administration which gave great promise of achieving outstanding success came to a sudden close because of the repercussions of what seems to have been a more or less trivial incident in internal administration.

In accepting his resignation the trustees adopted the following resolutions:

Whereas, Rev. Reuben Andrus D.D. has resigned the Presidency of Indiana Asbury University, we the Joint Board of Trustees and Visitors avail ourselves of this opportunity of expressing our high appreciation of him as an able minister of the Gospel of Jesus Christ and a devoted friend of the highest Christian education. We bear cheerful testimony of the ability, zeal, and singleness of purpose with which he discharged the difficult and responsible duties of the presidency of the University, and although the relations which have so harmoniously existed between us are now severed, the friendship and attachment formed by our

<sup>15</sup> For accounts of these pranks see *The Greencastle Banner* for January 29, 1874; February 19, 1874.

<sup>16</sup> MS. Letter W. D. Parr to the Rev. John Poucher, October 3, 1914. It is evident from this letter that there was much student resentment against President Andrus.

intercourse will be abiding and we assure him of our best wishes for his success in his chosen profession.<sup>17</sup>

Indiana Asbury University was indeed fortunate in Reuben Andrus's successor, Alexander Martin. Coming directly from the University of West Virginia, which he had organized, and served as its first president, Doctor Martin was admirably equipped for the task at Indiana Asbury, and the fourteen years of his administration were years of hope and swift expansion. Born in Nairn, Scotland, on January 24, 1822, he came to America with his parents at an early age, and he never overcame entirely the delightful Scotch burr in his speech. Learning the tanner's trade, he was able to work his way through Allegheny College, graduating at the head of his class. He became principal of Northwestern Virginia Academy and later accepted the professorship of Greek language and literature at his Alma Mater, passing from that position to the presidency of the University of West Virginia.<sup>18</sup>

Though elected in the autumn of 1875, President Martin was not inaugurated until June 21, 1876. In his inaugural address he outlined the following immediate needs of the university: first, the enlargement of the faculty; second, new buildings, especially a women's dormitory; third, a special endowment for the establishment of prizes and rewards for excellence in scholarship and for general beneficiary purposes; fourth, a library building, as a vital and immediate necessity; and fifth, a gymnasium.<sup>19</sup> This rather appalling list of immediate needs might well have discouraged a faint-hearted college administrator, but it was only a spur to the new president at Indiana Asbury, and almost immediately

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<sup>17</sup> MS. *Minutes of the Board of Trustees and Visitors*, September 14, 1875, p. 408.

<sup>18</sup> *Alumna Register* (1900), article by Wm. Halstead, '71, p. 26; *Annual Register of Indiana Asbury University*, 1875-76, p. 5; *Triennial Catalogue and Annual Register*, 1876-77; Crooks, *Life of Simpson*, p. 134; *Minutes of the Board of Trustees*, September 14, 1875.

<sup>19</sup> *Western Christian Advocate*, July 19, 1876, pp. 230-31. For an account of the inauguration, see *Triennial Catalogue and Annual Register*, 1876-77, p. 15.



things began to happen. The Battle Ground Collegiate Institute was adopted as a preparatory school of the university;<sup>20</sup> in 1877 the "new hall" was dedicated and the trustees record in their minutes that "the Meharry Hall presents an appearance equal to any college chapel within our knowledge in Methodism. When our grounds shall be well inclosed with a durable fence and the trees are grown, and the walks properly laid out and graveled, in beauty of buildings and tastefulness of surroundings, and adaptability to the object of education, Indiana Asbury University will rival any college or university in our country."<sup>21</sup>

In the spring of 1877 the Military Department which had been projected in 1870 materialized and Major C. W. Smith was appointed by the War Department as its organizer.<sup>22</sup> This task he accomplished most successfully and when Captain D. D. Wheeler, of the First Artillery of the United States Army, who was detailed to act as professor of military tactics, arrived in June of that year he found four companies of cadets already drilled almost to perfection. Drill was required of Freshmen and Sophomores only, but such was the enthusiasm among the students generally that many upper classmen as well as preparatory students were anxious to "volunteer." So popular were things military on the campus that a ladies' cadet corps was formed in 1880, made up of some thirty or more young ladies, which inspired the student publication to remark that the powers of Europe trembled at the fact, and that the victorious eagle flapped his wings at the shout of: "Tie back your curls. Gentlemen and baggage to the rear! Forward march!"

In July, 1882, a military tournament was held in Indian-

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<sup>20</sup> In 1879 the Board of Trustees adopted a plan for the unification of all the educational institutions of the Methodist Episcopal Church in Indiana, and negotiations were opened with Moore's Hill College to become one of the colleges of the university. A similar proposal was made to Fort Wayne College and DePauw College. See *Minutes of the Board of Trustees*, June 17, 1879.

<sup>21</sup> MS. *Minutes Board of Trustees*, June, 1877.

<sup>22</sup> MS. *Minutes of the Board of Trustees*, June 19, 1877; also Brown, *op. cit.*, pp. 36-7.

apolis at which the Asbury cadets carried off a large share of the prizes. They won third place in the free-for-all infantry drill and won first place in the United States artillery drill and were presented with medals as a testimony of their success as the prize artillery squad of the United States.<sup>23</sup> About this time there was organized a squad of Zouaves. Dressed in their distinctive uniform and performing an intricate and elaborate silent drill, they were a picturesque and interesting addition to the military exhibitions. It was under the military department also that the first gymnasium was fitted up, since some place was needed for drill in bad weather.<sup>24</sup>

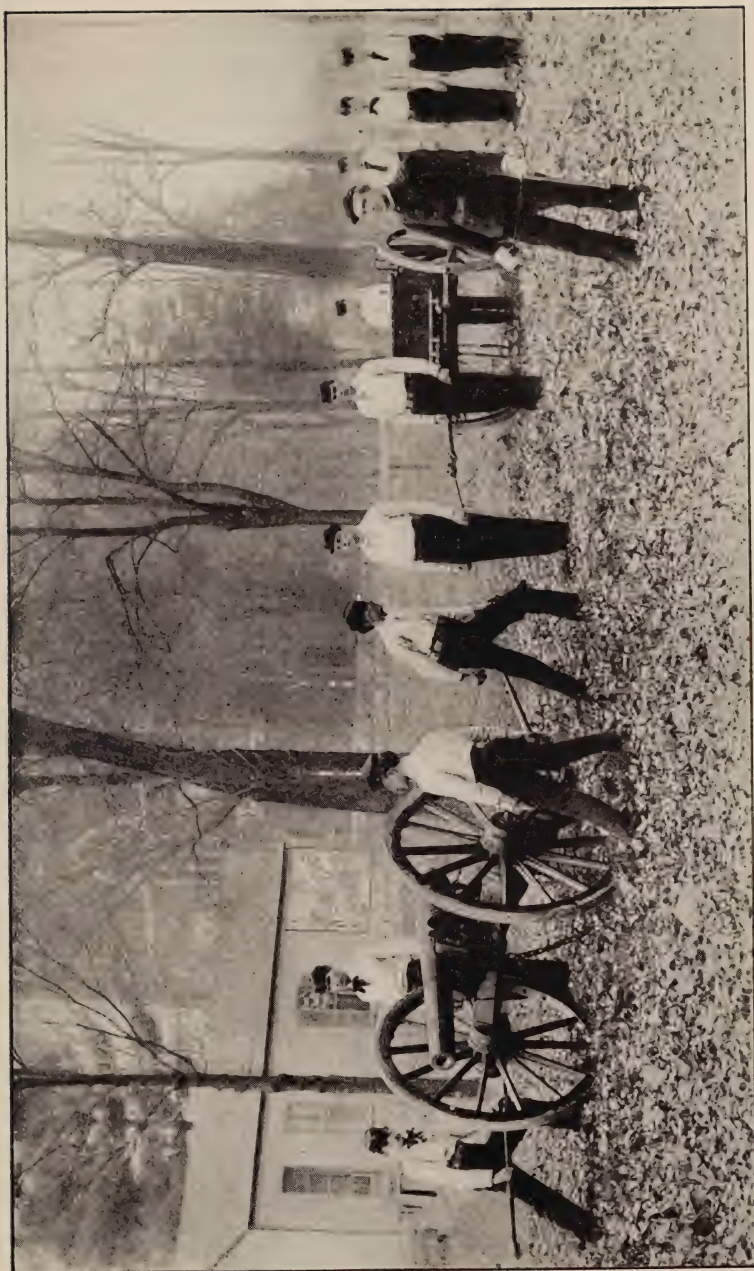
During the years of President Martin's administration, Indiana Asbury was the largest attended and undoubtedly the most influential educational institution in the state of Indiana. The following table of student attendance and number of graduates for the year 1878 will indicate the relative importance of the principal institutions of the state.

Institution	Students	Graduates in 1878
Hanover College.....	108	
Franklin College.....	99	3
Moore's Hill College.....	131	3
Earlham College.....	144	11
Purdue University.....	166	4
Butler University.....	204	6
Wabash College.....	205	18
Indiana University.....	311	23
Indiana Asbury University.....	431	37

There were many changes in the teaching staff during the latter 'seventies and early 'eighties. In 1879 Professor Tingley ended his long and useful career as vice-president and professor of natural science, by resignation. In the former office he was succeeded by Professor John Clark Ridpath and in the latter by Professor J. M. Mansfield, of Iowa. The same day Professor Rogers retired from the chair of Latin and was succeeded by Professor Edwin Post, who came to

<sup>23</sup> For accounts of the Indianapolis contest see newspaper clippings in possession of Dr. O. F. Overstreet, Greencastle.

<sup>24</sup> Brown, *op. cit.*, pp. 36-7; 52-3.



DEPAUW'S CRACK ARTILLERY SQUAD, 1882





the position from Pennington Seminary, in New Jersey. The following June Professor Wiley retired from the chair of Greek and to this professorship came Hillary A. Gobin, a graduate of Indiana Asbury. Thus began two of the longest careers in the history of Indiana Asbury-DePauw University, the combined years of service of Professors Post and Gobin covering a period of nearly one hundred years. In June, 1882, the Board of Trustees elected the Rev. John Price Durbin John, professor of Hebrew and adjunct professor of Latin, and in October of the same year he was transferred to a newly created professorship of applied mathematics and astronomy. In October, 1882, at a special meeting of the Board of Trustees, Doctor Earp was transferred to a new professorship entitled, "Rhetoric and English Literature," and the chair of modern languages thus vacated was filled by Professor Alma Holman, the first woman to hold a full professorship in the university. At the same meeting, a new Department of Theology was authorized, and on December 20 the Rev. Shadrach L. Bowman, of New Jersey, was selected to fill that position.<sup>25</sup>

At noon on February 10, 1879, while the college community and citizens of Greencastle were at dinner, a fire broke out in the old college building and had obtained a good headway before it was discovered. The fire department was soon at the scene with its meager equipment and began to throw water, drawn from a nearby cistern, on the leaping flames, but it was of little avail. The cadets were called out, and armed with rifles, formed a line about the burning building. A special effort was made to save the library, the books being thrown from the windows, and fortunately a considerable portion of the Whitcomb Library was thus preserved. To this day many of the books in that valuable collection show the mud and water stains.

One student who rushed into the burning building just

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<sup>25</sup>MS. *Minutes of the Board of Trustees*, June 17, 1879; July 22, 1879; June 23, 1880; December 20, 1882. Also the *Forty-Fifth Year Book of DePauw University*, p. 19ff.

before the floors gave way, and looking around for something to carry out, spied the portrait of Bishop Roberts on the chapel wall. Not having time to remove the large framed picture, he slashed out the head and shoulders, leaving the lower portion. Formerly a full length portrait, the upper portion was now reframed and this relic from the great fire for many years has hung in the east gallery of Meharry Hall.

The roof soon fell in, the tower collapsed, and the old college bell, which for nearly forty years had summoned the students to their college duties, gave one last clang as it went down. Afterward the students, hunting for relics in the ashes, recovered bits of the molten metal and many had souvenir bells and finger rings made from it.<sup>26</sup>

Immediately a special meeting of the Board of Trustees was called to consider the matter of rebuilding. An architect was secured and to the old rectangular structure, whose walls were still standing, were added two wings, so that the rebuilt structure was nearly twice the size of the old building. The main entrance, flanked by two towers, faced east. A new clock and bell were secured, largely through the efforts of Professor Ridpath and Mr. H. A. Moore, who raised the money for their purchase from the citizens of Greencastle and other donors. The clock and bell, however, were placed in the main tower of East College.<sup>27</sup>

For a year or more the books which had been rescued from the fire were piled in a confused heap in the tower room of East College. In 1880, Professor Post was elected librarian, and he began at once a thorough reorganization of the library. Previous to this time the students had actually very little use of the library. The process of obtaining a book was for the student to apply to the librarian for the key, get the book himself, usually returning the key but not always the book. With the advent of Professor Post as librarian, the southeast room in the basement of East Col-

<sup>26</sup> Brown, *op. cit.*, pp. 38, 40; also recollections of Professor H. B. Longden.

<sup>27</sup> MS. *Minutes of the Board of Trustees*, February 25, 1879; June 23, 1880. The architect employed for the rebuilding was G. H. Ketcham.

lege was fitted up, shelves were built around the walls and the books classified. Regular library hours were arranged and for the first time the collection became of actual use in the process of education at Indiana Asbury.<sup>28</sup>

As might have been expected, a library in the basement of East College proved unsatisfactory, for a number of reasons. In the first place it was an unsafe depository for valuable books; second, the capacity was extremely limited; and, third, the room was perpetually damp. A new location for the library was an immediate necessity. At first the trustees designated that the library should be removed to the first floor of the rebuilt old building, but later the third floor was determined upon as the best location. Fortunately, a friend of the library was found in the person of William Newkirk, of Connersville, a trustee of the university, who undertook the furnishing and equipping of the rooms on the third floor of West College for that purpose. The library was shelved in the east room, while the large room at the west was fitted up as a reading room. Mr. Newkirk was a manufacturer of furniture and took great pride in the furnishings. The shelving was from the floor to the ceiling and was of solid cherry, and when in 1908 the Carnegie Library building was erected, this beautiful wood was used in finishing and furnishing the seminar rooms on the second floor of that building. The library thus housed was appropriately named the William Newkirk Library.

These years of increased emphasis upon the library saw also the establishment and the endowment of several of the departmental libraries. In 1876 Dr. John Simison, of Romney, Indiana, endowed the Simison Latin Library, which has become, through the years, an increasingly valuable collection. The following year (1877) Richard Biddle gave a sum sufficient to finish the Hall of Mathematics, and a few years later (1883) left a gift for the purchase of books for a Mathematics Library. After the main library was moved

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<sup>28</sup> Brown, *op. cit.*, p. 40; also recollections of Professor Edwin Post; *Minutes of the Board of Trustees*, June 23, 1880.

into its new quarters in West College, Mrs. A. E. Lester was placed in immediate charge of the reading room and kept it open seven hours each day, except Sunday, and received the munificent sum of fifty cents per day for her services.<sup>29</sup>

During the first five years of President Martin's administration, Indiana Asbury grew rapidly, both in faculty and student attendance. At the time of his election there were 11 instructors and 451 students, 260 of whom were in the college and 191 in the preparatory school; five years later, or in 1880, there were 52 instructors and 902 students. The college had grown but slightly, but the preparatory school had almost doubled, while new schools and departments had been added.<sup>30</sup> The university had also obtained numerous new benefactors, some of whose names and benefactions have been noted. In 1877, General Joseph Orr contributed \$5,000; in 1879, Dr. George Manners gave \$10,000; in this year also, Mrs. Bricker left a bequest of \$4,000 in notes bearing interest at ten and eight per cent; in 1880 John R. Goodwin added \$10,000 and Robert McKim promised to erect and equip an observatory.

In spite of these gifts and many others, large and small, and notwithstanding the reduction in all salaries and other economies,<sup>31</sup> yet the fact remained that year by year an annual deficit began to eat away the funds of the university. The growing financial insecurity is vividly set forth in the *Minutes of the Board of Trustees* for the years 1877 to 1880.

In 1877 the receipts of the university were \$12,927.71, the expenditures \$23,122.49, leaving a deficiency of \$10,194.78. The financial report to the Board states that: "These figures are appalling, and it is very clear that such deficiencies cannot occur for many years without rendering the university bankrupt." The deficiency was caused in large measure by

<sup>29</sup> *Minutes of Board of Trustees*, June 17, 1884.

<sup>30</sup> *DePauw Weekly*, December 9, 1893, p. 5.

<sup>31</sup> At the June, 1878, meeting of the Board of Trustees all salaries were reduced 10 per cent; and it was also voted that thereafter the traveling expenses of the Board were no longer to be paid; it was also agreed that no agent was to be employed. *Minutes of the Board of Trustees*, June 18, 1878.



the fact that the I. C. and L. Railroad bonds defaulted their interest to the amount of \$5,250, and that there was also \$1,992.15 due in interest from other investments. The treasurer estimated that the income for the next year would amount to \$19,400 and the expenditures to \$20,450.<sup>32</sup> This, however, was from the most hopeful standpoint. These facts, it is stated, are set forth not to create alarm, but to impress the Board with the necessity of increasing the receipts and reducing the expenditures to a sum smaller than the income.

The next year the expenses of the university were again in excess of the receipts by more than four thousand dollars, and on the basis of these figures it was estimated that the arrears for the following year would be more than twice that amount. The report of the financial committee of the Board for 1878 states that "to continue on a line of policy which annually increases the indebtedness . . . must prove ruinous in the end." In addition to these facts the committee mentions another embarrassment, namely, that the stringency of the times made it impossible to loan money at a high rate of interest, thus decreasing the income from the endowment. They "deem it of the first importance that the financial condition of the university be preserved so that its patrons and friends may not lose faith in the soundness of its management." Accordingly, a committee was appointed to solicit the aid of Dr. George Manners, who had proposed to aid the university in time of need, and from whom the trustees hoped to obtain \$20,000. If a gift of that amount could not be secured, the committee were to ask for a loan of that amount at the rate of interest not exceeding 8 per cent, which was to be secured by a mortgage on the college property.

In 1879 the Board of Trustees requested each of the four Methodist Conferences in Indiana to raise \$25,000 each—an indication of the forlorn condition of the finances. The

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<sup>32</sup> Financial Report to the Board of Trustees, June, 1877, from the *Minutes of the Board of Trustees*.

next year they recommended that two competent agents be employed to canvass for the university and that the Conferences be invited to co-operate in their work.<sup>33</sup>

It became increasingly evident, however, that the several expedients proposed for bringing Indiana Asbury through its financial Slough of Despond were not adequate to meet the situation, and to an increasing number it seemed that only a miracle could save the university. There were those among the trustees and faculty who began to hope that the one who was to work that miracle was none other than the Hon. Washington Charles DePauw, who had already manifested great interest in the university and had but recently contributed \$3,000 to meet the emergency. His devotion to Methodism and to the cause of Christian education were well known and had already been demonstrated in numerous ways. How this hope was to develop into a happy realization is to be related in the following chapter.

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<sup>33</sup> *Minutes of the Board of Trustees, June 22, 1880.*

## CHAPTER VIII

### INDIANA ASBURY BECOMES DEPAUW UNIVERSITY

THE year 1881 found Indiana Asbury experiencing one of those chronic and severe financial crises so characteristic in the history of denominational colleges generally in the West. Replenishment of the institution's funds had become a necessity, and, as has already been suggested, the friends of the university were looking toward Washington Charles DePauw as the likeliest benefactor.

One of the most prominent Methodist laymen in the state, Mr. Washington Charles DePauw had for some years been connected with Indiana Asbury as a member of its Board of Trustees. He was a resident of New Albany, and when first called upon to come to the struggling college's aid he was on the point of departing with his family to attend the Methodist Ecumenical Conference, which was to meet in London. Fifty-nine years of age, he had been uniformly successful in a variety of business enterprises. But although his fortune had been quickly amassed in the 'fifties and 'sixties, when numerous alert young men were rising from nothing to affluence, DePauw himself was not a self-made man of the log-cabin variety. His father had been a prominent personage in the early days of Indiana, and behind him was an ancestry of considerable distinction, and unusual attractiveness. The family had come from southwest France, stronghold of French Protestantism; and the name "DePauw" is derived from "Pau," in the Pyrenees. In the late seventeenth century the religious policy of Louis XIV caused tens of thousands of Huguenots to seek refuge abroad. Most of them found homes in other parts of Europe, and it was in present-day Belgium that the DePauws took root. A Cornelius DePauw became private reader to Frederick the Great of Prussia, and Cornelius's son Charles, born at Ghent in 1756, was the grandfather of Washington Charles,

of New Albany. This Charles had been sent to Paris to be educated; he enlisted in Lafayette's American enterprise, came to the United States and stayed. He found a wife in Virginia, settled in Kentucky, and his son John, after laying out Salem, Indiana, entered the legal profession, became a member of the convention which in 1816 drew up a constitution for Indiana, rose to be a general in the state militia, and served four terms in the legislature.

John DePauw had married Elizabeth Battiste; it was their son who was to become the benefactor of Indiana Asbury. This son, Washington Charles, was born at Salem in 1822. He was elected as a young man to be county clerk of Washington County, but retired from that office to devote himself to his own business interests. He invested in a saw and grist mill, founded a private bank, dealt in grain; he prospered. When the Civil War broke out, he entered the army's supply department and served for a short time. He invested heavily and patriotically in government bonds at a time when they were considered as a dubious investment; time was to show that he acted wisely. After the war he expanded his business interests; at New Albany a plate-glass factory alone represented an investment of two millions of dollars. He was a booster. He envisaged New Albany as a flourishing manufacturing center. He believed thoroughly in religion and education, and contributed generously to churches and colleges. At New Albany he founded DePauw College for young women, and he served as a trustee of the State University of Bloomington. But this "broad, solid, and strong man . . . with a florid, good-humored face" had dreamed of benefaction. Before leaving for London in 1881 he had drawn up a will specifying that an institution to be known as DePauw University should be founded and endowed from his estate.<sup>1</sup>

<sup>1</sup> *Dictionary of American Biography* (Scribner's, New York), Vol. V, Article on "Washington C. DePauw," by W. W. Sweet. The above account of the DePauw genealogy is based upon an article in the *Methodist Review* (May, 1890) on "Washington Charles DePauw, Founder of DePauw University," by John Clark Ridpath. Grave doubt, however, as



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When the first appeal was made on behalf of Indiana Asbury to Mr. DePauw in 1881, the trustees were not aware of the will which he had so recently made.<sup>2</sup> Under the circumstances it was not surprising that Mr. DePauw's reply was at first discouraging. He stated that he could do very little toward aiding the institution, and what little he could do would have to be supplemented by gifts from other friends of the university. Soon, however, the trustees learned of Mr. DePauw's will; they promptly suggested that it be set aside and that Mr. DePauw should divert his benefaction to Indiana Asbury with the understanding that the name of the institution should be changed in his honor.

In the meantime Mr. DePauw sailed for Europe. But he was interested in the new suggestion, and corresponded with the members of the Board of Trustees. Finally terms of an agreement were settled upon. The most important provided for the subscription of \$60,000 by Greencastle citizens which was to be used for the purchase of a new campus, while \$120,000 additional was to be raised, with the understanding that Mr. DePauw was to pay "two dollars to each one dollar principal and interest" subscribed toward this latter fund.<sup>3</sup> There were, furthermore, certain other stipulations upon which Mr. DePauw made his gift contingent. Mr. Robert McKim was to "be invited to proceed with the erection and equipment of the observatory proposed by him," Dr. George Manners was to "be respectfully requested to relinquish the annuity of \$400 on his first gift of \$15,000 to the university," and "necessary steps" were to be taken "to obtain a change of name from 'The Indiana Asbury University' to DePauw

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to its accuracy is cast upon it by the publication of *Généalogie de la Famille dePauw ou Van Den Pauwe*, pp. 807-824 in the *Cartulaire historique et généalogique des Artevelde*, by Napoleon dePauw (Bruxelles, 1920). This author traces the American DePauw family back to a Jean dePau of Gent, born about 1500. This was a Catholic family of merchants and artisans, seemingly with no Huguenot taint and with no connection with the Pau in the Pyrenees.

<sup>2</sup> Brown, *Indiana Asbury-DePauw Bulletin*, pp. 40-2.

<sup>3</sup> MS. *Minutes of the Board of Trustees*, October 24, 1883; also letter W. C. DePauw to A. C. Downey recorded in the *Minutes*.

University, provided that all the trustees and visitors except Mr. DePauw sign the application for such a change."<sup>4</sup> Mr. DePauw had doubts as to the propriety of an immediate change of name, but inasmuch as it appeared to be generally desired he assented to it; Bishop Bowman on October 17, 1882, announced at Indianapolis the decision of Mr. DePauw to accept the proposition.

To a newer generation accustomed to events such as the recent metamorphosis of Trinity College, North Carolina, into Duke University, it might appear that Indiana Asbury had consented to obliterate itself rather cheaply. It is to be noted particularly, however, that the above agreement was looked upon as merely the groundwork; Mr. DePauw was expected to expand greatly his benefactions, and a university in the true sense of the word was to be developed at Greencastle.

With this attractive prospect to encourage them the authorities of the university went to work with a will to carry through their part of the contract. Two committees were set up. One, at Greencastle, was charged with raising funds locally for the purchase of a new campus; it was composed of Dr. John Clark Ridpath, Franklin P. Nelson, Andrew M. Lockridge, James M. Damall, Gus H. Williamson, Thomas Bayne, Robert Z. Lockridge, William Bridges, and Dr. J. E. Earp. Little difficulty in raising the sixty thousand dollars in Greencastle and Putnam County was encountered, and on January 16, 1884, the committee reported that the money was ready to be turned over to the treasurer, and the board voted to accept it.<sup>5</sup> A large tract of land was soon purchased. The Observatory promised by Mr. McKim was erected on a part of the newly acquired land at the northeast edge of the town. Costing some \$11,500 altogether, it was completed by 1885 and was a valuable addition to the plant of the university.<sup>6</sup>

<sup>4</sup>*The Forty-Fifth Year Book of DePauw University*, pp. 35, 36.

<sup>5</sup>*MS. Minutes of the Board of Trustees*, January 16, 1884.

<sup>6</sup>Brown, *op. cit.*, p. 46.

A second committee charged with raising money out in the state encountered much greater difficulty. President Alexander Martin, the Rev. John Poucher, Colonel Eli Ritter, Captain Charles W. Smith, and Dr. John Clark Ridpath composed this committee,<sup>7</sup> which planned to procure subscriptions amounting to \$100,000 in the state at large together with \$15,000 from each of the four Methodist Conferences in the state.<sup>8</sup> The campaign, however, did not proceed according to plan and it was necessary to ask Mr. DePauw to grant an extension of time. This he did, but when the extension was up, the full sum still remained unraised. Mr. DePauw now generously agreed to overlook the deficit, and the regular program was proceeded with as though every item of the contract had been met.<sup>9</sup> In 1885 President Martin issued a circular announcing receipts as follows: \$60,000 from the citizens of Greencastle and Putnam County, from Robert McKim \$8,500, from old endowments and other sources \$29,000, and from Mr. Washington Charles DePauw \$96,000—a total of \$193,500.

In the meantime the legal procedure necessary for the change of the university's name had been gone through, and an elaborate celebration, after the fashion of the time, had been staged in Meharry Hall on January 17, 1884. A contemporary enthusiast, writing in the *DePauw Monthly*, described the celebration as "a grand occasion" which would resound through the years: for would not old men gray with age sit about their firesides and describe it to their grandchildren as one of "the noted events of their lives"? Picture the occasion! Meharry Hall (then quite new) crowded with a festive throng: "benefactors, trustees, visitors, students, citizens, noncitizens, little girls, big girls, street arabs, lieutenant-governors, preachers." In front rising above the rostrum were great letters covered with evergreen spelling "DEPAUW." Before the rostrum a monument (which we

<sup>7</sup> *The Forty-Fifth Year Book*, p. 35.

<sup>8</sup> *Western Christian Advocate*, August 8, 1883.

<sup>9</sup> *Forty-Fifth Year Book*, pp. 34, 35.

must not examine too closely, for it has been hastily erected, especially for this day of splendor) symbolizes the overflowing optimism with which the new DePauw is to confront the world. We see Munificence personified, her one hand occupied with the inevitable cornucopia; her other dispensing lavishly that which is contained therein. Munificence stands on a pedestal upon which is inscribed again "DePauw University," and the pedestal stands on a base with many sides; on these many sides are inscribed, "Liberal Arts," "Theology," "Medicine," "Law," "Fine Arts," "Science," "Music," and "Technology"—behold the DePauw University that is to be!

At the right of the monument is seated, appropriately, Washington Charles DePauw; at its left is President Alexander Martin. Presently the university orchestra plays an appropriate selection, and the audience becomes hushed as the Rev. T. A. Goodwin, Asbury's oldest alumnus, offers the prayer. Now little children appear upon the stage; they march past the monument strewing evergreens at its base, then placing flowers upon it. President Martin now rises to speak for the faculty; he is followed by Judge Redding for the Joint Board of Trustees and Visitors, the Rev. Aaron Wood for the ministers, Colonel Eli Ritter for the alumni, the Rev. Reuben Andrus for the ex-presidents, Dr. John Clark Ridpath for the town of Greencastle, Miss Kate Hammond for the ladies, and Mr. Lodge for the undergraduates. There is much applause, and at last loud demand for Mr. DePauw to say something. He steps forward and delights the audience with his words, assuring them that the university would "get more" than it knew and promising "all that had been agreed upon." That ended the speech-making, but the festivities were not yet over. Colonel Ritter and Doctor Gobin invite "the audience to go below and partake of a splendid oyster supper prepared by the ladies of the Reading Club." The people "linger" in the lower hall, feasting, chatting, and "predicting on the days' work until a late hour." It was, indeed, a great and joyful occasion for all the friends of the



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university, for they saw rising before their eyes a real university, which was to rival the greatest in the land.

During the course of the year 1884 the university embarked upon a building program commensurate with its expanding needs. It was felt, originally, that four new buildings were immediately necessary: a woman's dormitory, a men's dormitory, and a building each for the Departments of Theology and Law.<sup>10</sup> Mr. DePauw naturally took an active interest in the plans, and it was not without significance for the future physical appearance of the campus that his views were decidedly those of the practical business man. "Each of these four [buildings]," he wrote, "should be arranged and constructed so that by and by, ten years hence, more or less, they could be sold for boardinghouses, as this class of property must, year by year, become more in demand."<sup>11</sup> Thus the buildings to be immediately constructed were considered as temporary, while the permanent expansion was to take place on the new campus. Actually only three buildings were erected at this time: a men's dormitory well known to a later generation as Middle College, a woman's dormitory, now used to house the School of Music, and standing originally on the northeast corner of Locust and Hanna Streets at the site of Lucy Rowland Hall, and finally Florence Hall. Florence Hall was built for the Theological and Law schools together.<sup>12</sup> The estimated cost of the three buildings was not great: \$43,000 in all, and in the completed dormitories the university was able to furnish board and room for about \$2.55 a week.<sup>13</sup>

In addition to Colleges of Law, Theology, and Liberal Arts the plans for the reorganized university called for a College of Medicine, Schools of Technology, Design, Oratory, Pedagogy, and Music, and a system of academies throughout the state.<sup>14</sup> The College of Medicine was organized on paper,

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<sup>10</sup> *Minutes of the Board*, March 25, 1884.

<sup>11</sup> W. C. DePauw to D. L. Southard, January 29, 1884.

<sup>12</sup> *Minutes of the Board*, June 17, 1884.

<sup>13</sup> *Western Christian Advocate*, June 3, 1885.

<sup>14</sup> Brown, *op. cit.*, pp. 43, 44.

and the Schools of Pedagogy and Music, and the Colleges of Theology and Law were put actually into operation;<sup>15</sup> but that of Law enjoyed only a transitory existence. Its organization was entrusted to Alexander C. Downey, the newly elected dean, by action of the board in January, 1884, but the project did not flourish and was soon abandoned.<sup>16</sup>

Greater success resulted from the organization of the College of Theology. As early as 1882 a provision had been made for a professor of theology at a salary of \$2,000 per year, but it was not until two years later that the College was set up. Its first faculty was as follows: Bishop Thomas Bowman, D.D., LL.D., chancellor and lecturer; Alexander Martin, D.D., LL.D., president and professor of mental and moral science; S. L. Bowman, A.M., S.T.D., dean and professor of systematic theology; John Poucher, A.M., D.D., exegetical theology; Matthew Parkhurst, D.D., practical theology; George L. Curtis, M.D., D.D., historical theology. The degree of Bachelor of Sacred Theology was granted to those completing the three-year course of study provided they already had the Bachelor of Arts degree; otherwise they were granted a diploma. Between 1884 and 1888 one hundred and ninety theological students were enrolled.<sup>17</sup>

Plans for the foundation of a Medical School were if anything more pretentious than those in connection with the Theological School, but, perhaps fortunately, they never got beyond the stage of discussion. Between 1879 and 1885 the project of taking over the Central Medical College of Indianapolis was an unfailing source of talk whenever the trustees came together. Finally, in 1885, a definite and detailed plan for the establishment of a Medical School in Indianapolis was submitted to the board, and a complete course of study and a plan of administration and fees were drawn up. But

<sup>15</sup> See *Minutes of the Board*, 1884-89.

<sup>16</sup> *Western Christian Advocate*, June 3, 1885.

<sup>17</sup> For a full account of the organization of the Theological School see the *DePauw Mirror* for 1884; also *Minutes of the Board*, October 18, 1882; March 25, 1884; *Western Christian Advocate*, June 13, 1888.

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the matter was allowed to slide and in 1887 the idea of a Medical School was definitely dropped.

The projected School of Pedagogy, or Normal School, met with greater success. It opened in the autumn of 1885 with Samuel S. Parr, formerly professor at the Indiana State Normal School, as principal. Assisting him were William H. Mace,<sup>18</sup> who taught history and geography, and Arnold Tompkins, formerly superintendent of schools at Franklin, Indiana, who was instructor in grammar, composition, and rhetoric.

The School of Music<sup>19</sup> was the most important of those organized; for whereas the others soon disappeared with greater or lesser rapidity the Music School grew and prospered. An Art School opened in 1884, moved three years later to the home of Bishop Simpson, which stood on the site where Rector Hall later was to be built.

Thus ends the somewhat prosaic recital of what was hoped to be the grand beginnings of a marvelous development, but through the force of circumstances the fruition dreamed of was never realized.

Of more significance, probably, for the history of DePauw than the attempted expansion was the coming to the faculty at this time of men who for the next half century were associated in a most intimate way with the destinies of the institution. Dr. Edwin Post and Dr. Hillary Asbury Gobin were already on the faculty. In 1886 James Riley Weaver, after a diplomatic experience of many years in Vienna and other European centers, came as professor of political philosophy and modern languages; William F. Swahlen left the presidency of Kansas Wesleyan University to accept the professorship of Greek. A year before Henry B. Longden, of the class of 1881, had been elected assistant professor of

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<sup>18</sup> Later Professor Mace became head of the Department of History in Syracuse University. He was the author of a widely used series of school history texts.

*Minutes of the Board*, September 4, 1884; June 22, 1885; also *Western Christian Advocate*, June 27, 1888.

<sup>19</sup> The story of the School of Music will be told in a separate chapter.

Latin and instructor in the Preparatory School, and Wilbur Vincent Brown, a graduate of Stevens Institute of Technology, had accepted an assistant professorship in mathematics. From the same period dates the appointment of other faculty members whose connection with the university, however, was not to extend through so many years: Mrs. Belle A. Mansfield was appointed professor of history and preceptress of Ladies' Hall;<sup>20</sup> Joseph Carhart commenced his career as professor of rhetoric and elocution, and began to exert an influence which was to extend over a whole generation of college orators and debaters; and Oliver P. Jenkins, professor of biology and curator of the Museum.

At the same time the university was losing the services of men who were difficult to replace. In 1885 John Clark Ridpath resigned as vice-president and professor of history and political philosophy to devote himself to writing and lecturing.

Perhaps none of the early members of the faculty brought more distinction to Indiana Asbury than John Clark Ridpath. He was born on a farm in Putnam County in 1840 and graduated from Indiana Asbury in 1863, returning to his Alma Mater as professor of English literature and normal instruction in 1869. His chair was changed to that of Belles-Lettres and history in 1871, and in 1879 he became vice-president. In 1882 his professorship was again changed to that of history and political philosophy and he was one of the first college professors of social sciences in the West. He was full of vitality and was a gifted and inspiring teacher, but he is now best known for his numerous writings. His first book was a *History of the United States, Prepared Especially for Schools*, which appeared in 1875. The following year his *Popular History of the United States of America* appeared and enjoyed immense popularity. After leaving

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<sup>20</sup> Mrs. Mansfield was the first professor of history at DePauw; John Clark Ridpath combined the subject of Belles-Lettres with that of history. Later the name Mansfield Hall was given to the first woman's dormitory, which was destroyed by fire in the autumn of 1933.



DePauw he continued his literary activity and his *Cyclopedia of Universal History*, in four volumes, his *Great Races of Mankind*, in four volumes, and numerous other books and articles from his pen appeared in rapid succession. His books had a wider sale than those of any other contemporary historian, though he must be regarded as a literary historian rather than an accurate and an authoritative one. His was probably the chief influence in securing the DePauw benefaction, and, that, together with his writings and influence as a teacher, gives him a permanent place among those who have made Indiana Asbury-DePauw University.<sup>21</sup>

Dr. John E. Earp, after seventeen years of admirable service, resigned in 1886 to accept a college presidency, and the same year Dr. Hillary A. Gobin also tendered his resignation to become the president of Baker University, but his loss was only temporary, for he returned in a few years to remain with the university until his death more than thirty years later.

These severe losses were followed in 1887 by the death of Washington Charles DePauw, and instead of bolstering the fortunes of the university this event ushered in a new period of financial trouble. Between the verbal intimations of Mr. DePauw and his will there were discrepancies and there was no fixed amount named in the will to go to the university.<sup>22</sup> As a result the university spent a considerable sum contesting the will, and the hard times of the 'nineties caused, furthermore, a severe shrinkage of the DePauw estate. In the midst of these difficulties President Martin, in 1889, presented his resignation requesting that he be appointed professor of mental and moral science. The Trustees complied with this request, and for four years more Doctor Martin continued to serve the university. Thus came to a close a particularly noteworthy administration.

Although the great expectations born of Mr. Washington

<sup>21</sup> Article on *John Clark Ridpath* in the *Dictionary of American Biography* (Scribner's, N. Y.), Vol. XV, p. 599, by W. W. Carson.

<sup>22</sup> *Minutes of the Board of Trustees*, June 21, 1887; June 15, 1888.

Charles DePauw's generous plans for the university were never realized, yet there can be no doubt but that he rendered a real and lasting service to the institution to which he had given so much of his time and thought as well as of his means. In the *Mirage* for the year 1889 is the following, composed by John Clark Ridpath:

## IN MEMORIAM

HON. WASHINGTON C. DEPAUW

BORN JANUARY 22, 1822

DIED MAY 5, 1887

In the day of doubt and fear  
One who loved not self alone,  
Strong and brave, and great drew near,  
Made his treasures as our own,  
Gave his name for cornerstone;  
Alma Mater, he is gone!

## CHAPTER IX

### THE NEW EDUCATION: CRISIS AND STRUGGLE, 1889-1903

THE year 1889 found DePauw in good financial condition, and great optimism was professed as to the future. With the advantage which hindsight gives, it is possible now to perceive, however, that 1889 was not precisely favored with hopeful omens. In 1887 the great drought on the Western plains brought harsh curtailment of the exuberant expansion which had characterized the preceding decade of the nation's history, and widespread depression in Europe in 1889 gave momentous portent of the spectacular crash which was to break upon the United States shortly thereafter. Furthermore, popular unrest was already beginning to crystallize in one of the most far-reaching radical political movements which the republic has experienced; on the hustings the electorate was being exhorted "to raise less corn and more hell."

Amid these none too favorable auspices from the national standpoint the trustees of DePauw chose as the successor to Doctor Martin a man with comprehensive ideas about the place the university should take among the educational institutions of the Middle West. This man was John Price Durbin John.

Born at Brookville, Indiana, November 25, 1843, of upright Christian parents, J. P. D. John attended Brookville College, became professor of mathematics there at the age of twenty, and president at the age of twenty-six. In 1872 he moved on to Moore's Hill College as professor of mathematics and became likewise president of that institution. Called to Greencastle in 1882 to give instruction in mathematics at Asbury, he accomplished his now habitual rise to the presidency in seven years.<sup>1</sup>

Doctor John was an ordained minister of the Methodist

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<sup>1</sup> *Greencastle Herald*, August 7, 1916.

Episcopal Church, a talented speaker and fully alert to the educational currents of the day. At the outset the trustees had been undecided as to the relative desirability of choosing a president with a national reputation or a younger man who should grow with the university. Among the students, however, there was virtually unanimous agreement that the new president ought to be Doctor John. A petition signed by eight hundred undergraduates requesting Doctor John's election had been presented to the trustees, and he was popularly dubbed the "students' choice."<sup>2</sup> A grand reception staged at the Vandalia station when Doctor John returned from conferring with the trustees at Indianapolis gave evidence the acclaim which his election found at Greencastle. There was a brass band, hired by public subscription, and fireworks, and cadets resplendent in their uniforms; and the students hauled the new president in his carriage triumphantly up the street to the campus. Descending "from their customary dignity in order to manifest their appreciation of the occasion," some of the faculty even had ensconced themselves upon a wagon and followed at a modest distance. When the college was reached, two cannon were set to roaring, and there was, of course, speechmaking, with Roy West and Addison Moore representing the students, Mayor Cowgill the town, and Professor Beals the faculty.<sup>3</sup>

In the following June, Doctor John was inaugurated. Ever since the Civil War the conception of the scope and methods of higher education in America had been subjected to searching analysis by such men as Barnard of Columbia, Eliot of Harvard, and Gilman of the recently established Johns Hopkins. Much had been said about the "New Education," and already in 1869 Eliot had spoken of "the new and old education" as "a phrase of which I am getting heartily sick."<sup>4</sup> Eliot was none the less a valiant battler

<sup>2</sup> *Indianapolis Journal*, December 12, 1889. Brown, *op. cit.*, p. 55.

<sup>3</sup> *Greencastle Banner-Times*, December 13, 1889.

<sup>4</sup> Henry James, *Charles W. Eliot* (Boston and New York, 1930), Vol. I, p. 224.



in the cause of this New Education, which included the incorporation of more natural science, more modern languages, and more modern history in the curricula of the colleges and universities, the introduction of the elective system, and greater liberty for the students in the management of their personal affairs. Doctor John made this program his own. In his inaugural address he said:

I count it one of the great opportunities of DePauw University that it has the momentum of a worthy past to urge it on to a more worthy future. . . . We have every stimulus to keep abreast of the educational sentiment and achievement of the age; and this stimulus I count an invaluable opportunity. By the New Education I do not mean the extreme to which some of our institutions have gone, but the average sentiments of the ablest educators of our land. One of these settled questions is that there should be greater freedom for the pupil. The only sure way by which the pupil will reach his intellectual and spiritual freedom is by freedom in the process. A free process—not unrestrained, but unconstrained; not lawless, but lawful—will yield the highest freedom in the result. . . . But freedom for the teacher as well as for the pupil is another settled principle of the New Education. . . . The Old Education gave opportunity to professors in two or three great lines of knowledge, but even the possibilities in this direction were in some measure contracted by fetters placed upon the pupil; for, willing or unwilling, they must all trace the same classical and mathematical road; and round or square they must all fit into the same triangular notch. . . . And this brings me to the third fundamental principle of the New Education, viz., that culture depends not so much upon the nature of the subject pursued as upon the method and persistence with which it is pursued, and it is largely by virtue of this principle of freedom in the subject that both professor and pupil are guaranteed wide freedom in their respective fields. . . .

Do you say that the old system produced the great men of the nineteenth century?<sup>5</sup> True: or perhaps partly true.

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<sup>5</sup> Writing some years later in the *Educational Review*, President Eliot considered this same question. "How did it happen," he asked, "that among the graduates of Harvard in the first half of the nineteenth century there appeared historians like Jared Sparks, John G. Palfrey, William Hickling Prescott, John Lothrop Motley, George Bancroft, Francis Parkman, and Justin Winsor; essayists and poets like William Ellery Channing, Frederick

The great statesmen and divines resulted partly from the system and partly in spite of it. But while you count the great thinkers along the line of statesmanship and theology by the score, or even by the hundreds, how many Moses and Edisons did it strangle in their efforts to pluck fruit from the forbidden tree of knowledge?

So much, then, the New Education has established: viz., that prolonged study of any great department of human knowledge according to natural methods and with sincere love for truth, will result in that intellectual equipment we call culture. . . . Let it not for a moment be supposed that the New Education has pulled up and thrown away all the stakes driven down by the Old. Some of them it has pulled up and thrown away; but others it has preserved and driven deeper and deeper into the solid earth. . . . The Old Education ascribed the virtue to the subject, the New Education ascribes it to the process. If the virtue be chiefly in the process rather than in the subject, then, within proper limits, and under proper advice, the choice of that subject should depend largely on the tastes and probable future vocation of the student. The old classical stakes remain, and are driven even deeper than before; but they do not remain for their own sakes; they remain, rather, for the same reason that the new stakes of science and modern literature have been driven: they are means rather than ends. . . .

These, then, are the three great principles of the New Education: viz., freedom for the pupil, freedom for the teacher, freedom in the subject. It is fortunate for DePauw University that

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Henry Hedge, James Freeman Clarke, Ralph Waldo Emerson, James Russell Lowell, Oliver Wendell Holmes, Thomas Wentworth Higginson, and Charles Eliot Norton; orators like Edward Everett and Robert Charles Winthrop; jurists like Joseph Story, Lemuel Shaw, and Richard Henry Dana; and such scientists as Benjamin Peirce, Jeffries Wyman, and Benjamin Apthorp Gould? These all took the degree of A. B. at Harvard while the entire course of instruction was prescribed, and therefore elementary and superficial in every subject. Nevertheless, they all became distinguished as authors. Should not such results raise our low opinion of the course of study they were compelled to pursue? It ought to be observed, in the first place, that a large majority of the authors named above added to their college course a professional training. Eight of the twenty-three were trained for the ministry, at that time the best educated profession. . . . None of the famous men mentioned above procured his real training for his great work in after-life within the college programs. They all had outside sources of information and inspiration. This was emphatically true of my classmate Justin Winsor, who had written his *History of Duxbury* before he was nineteen years of age." Henry James, *op. cit.*, pp. 216-7.

these three great principles have been tested and established as we enter upon our enlarged and enlarging sphere. . . .

Through the munificence and philanthropy of the honored founder of DePauw University, we are within the next few years to come into a wonderful opportunity. But let us not, for a moment, suppose that this incoming tide of wealth will supply our wants. It will only increase the circumference of our activity and thereby increase the demand upon our energy.

The record of Doctor John's administration bears abundant evidence that his inaugural address was a real statement of policy. Within the framework designed for the full-fledged university which DePauw was expected to become were introduced many of the features which have characterized its subsequent development as a Liberal Arts College. Attendance at chapel and at church was made voluntary in a period when that was unusual for a denominational college. The *Year Book* made plain, however, that the greater freedom for students was not to be construed to mean that DePauw intended its campus to become soil where lilies of the field might flourish. "Young persons seeking chiefly social enjoyment," it stated, "should look elsewhere to gratify their wishes, as their presence in the university would but tend to demoralize those of higher aspirations."<sup>6</sup>

The elective system provided more leeway for specialization than had been possible heretofore. From a variety of "majors" the student might pursue the course of study which suited him best; and the Liberal Arts College now granted the one degree of A. B. upon the completion of the graduation requirements. Formerly the well-delimited avenues had led respectively to the A. B., Ph.B., and B. S. degrees.

The university had made certain gestures toward the development of a graduate school, but judged even by the standards current in the country at large at the time, the requirements were not stringent. One year's additional residence sufficed for the Master's degree, and with the presenta-

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<sup>6</sup> *Fifty-Second Year Book of DePauw*, p. 14.

tion of a thesis representing independent research the ambitious scholar was qualified to receive his doctorate of philosophy.<sup>7</sup>

Immediately following the DePauw bequest, the enrollment had markedly advanced, and a perusal of the requirements like that on graduate study suggests the fact that mere numbers may have received temporary emphasis at the expense of quality. The year in which Doctor John was elected to the presidency saw the total number of students pass the thousand mark for the first time. But of these, only 268 were in the College of Liberal Arts, while the Preparatory School had 326; the Normal School 154, and the School of Music 180. The conscious policy of Doctor John combined with the crisis brought on by the economic depression of the middle 'nineties changed all that. DePauw took the less spectacular but probably more sane course of falling back on its Liberal Arts College, which developed as a first-rate school. After all, and in retrospect, this course induced by necessity was perhaps inevitable; for the chances were slight that a university in the real sense might develop in a town so small as Greencastle.

Indicative of President John's high educational aims was his attitude toward the Normal School. This school had attracted a substantial enrollment, and there were excellent financial reasons for its continuance. The president, however, felt that its spirit was not in harmony with that of the Liberal Arts College, and in spite of opposition he urged its abolition. This was in 1890, and the school was, in fact, discontinued. Edwin Holt Hughes later declared that one of Doctor John's greatest services consisted in keeping "the Normal School at DePauw from oversloughing the University."<sup>8</sup>

The scholastic standards for which DePauw stood found pleasing recognition in 1889-90 when a chapter of Phi Beta Kappa, the second west of the Alleghenies, was authorized.

<sup>7</sup> *Ibid.*, p. 33; Minutes of the faculty, May 31, 1893.

<sup>8</sup> *Indiana Methodist*, August 17, 1916.



The first members elected were: Roy O. West, C. W. Treat, A. W. Moore, and A. C. Briggs. In 1895 Doctor John announced proudly that at the new University of Chicago five fellowships were held by DePauw men, "a greater number than any other American college has in that university."

The panic of 1893 brought the college to a crisis which appeared to endanger much of that which with so much difficulty had been won. Its effects were immediate and devastating. The enrollment slumped from 1,100 to 800. In October, President John felt that it was already imperative to address "A Plain Statement" to friends of the institution. A deficit of \$15,000 existed in operating expenses, they were told. The president mentioned certain choices which were possible and then recommended that friends dig down in their pockets and scrape together what was needed. The suggestion had been made that the college might lead a hand-to-mouth existence, shunting aside the payment of its deficit until the residue of the Washington Charles DePauw bequest should come to it. Doctor John, however, called attention to the fact that the difficulties of the institution arose precisely from the fact that during the past few years people had been inclined to let Mr. DePauw shoulder all the burdens alone. Mr. DePauw, the president noted, had faithfully doubled all pledges as he had agreed to do, and "if the people had paid the full amount pledged, the university would have received from that source, together with Mr. DePauw's proposed double, the additional sum of \$154,000, which at 7 per cent would have more than carried the deficits of the past ten years." The college, it is true, expected an additional \$600,000 from the DePauw estate, but none of it would be available for five years, and some of it was not due before ten years. Anyway, "sufficient unto the future will be the needs thereof," the president declared wisely, "and we must not add thereto by the unsatisfied needs of the present. . . . We earnestly appeal to our friends for help."

This appeal was not accorded a sufficiently generous re-

sponse to meet the university's needs. The salaries of the president and of the faculty were slashed, but to no avail. Doctor John, "absorbed and wholly occupied in the discipline and academic work of the university, felt himself unable to devote that attention to increasing the endowment which the finances of the university demanded."<sup>9</sup> He agreed, accordingly, in April of 1895, that Bishop Bowman should resign as chancellor and be replaced by Dr. Charles N. Sims, pastor of Meridian Street Methodist Episcopal Church, Indianapolis, and for twelve years Chancellor of Syracuse University, who should "take the field for the purpose of raising money, both for endowment and current expenses, and give his entire time and energy to the business interest of the university."<sup>10</sup>

Among the members of the board of trustees, however, were certain individuals who felt that this did not strike at the root of the university's difficulty. The trouble, they believed, did not derive solely from the inadequacy of the financial resources; it was an outgrowth largely of the fact that Doctor John's educational program required more money than the university reasonably could expect to acquire. Therefore what was needed was not so much a campaign for funds as an adjustment of the university's program to what they considered the realities of the situation. When it became evident to President John that what they had in mind was a subordination of the academic to the financial direction, of the office of president to that of chancellor, he concluded that the time had come for him to resign. This he did on May 14, 1895. In an open letter of May 18 to the *Indianapolis Journal*, Doctor John explained himself as follows: "I had been given to infer by the leader of the minority [of the Board of Trustees], in a written communication, that if I continued in charge, the board would take direct management of the internal affairs. My original agreement with Doctor Sims on the 16th of April was that, in case he should

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<sup>9</sup> *Western Christian Advocate*, April 24, 1895.

<sup>10</sup> *Greencastle Banner-Times*, April 17, 1895.

accept the chancellorship, I should have untrammelled direction of the educational policy of the university. This was at the time satisfactory to us both and to the committee appointed by the board to adjust the mutual functions of the chancellor and president. Subsequently, however, Doctor Sims, for reasons satisfactory to himself, changed his views and prescribed new conditions on which he would reconsider his declination previously presented, and accept the office of chancellor. These new conditions took the educational policy of the university from my hands. I could not comply with them. . . . I had but one thing to do and that was to resign."

The news of Doctor John's resignation aroused a tremendous amount of comment editorially in the newspaper press of the entire state as well as in the Methodist journals. The unanimity with which this comment was pro-John is striking, and bears abundant evidence to the degree to which the president's educational ideals had caught the imagination of the people at large. The *Terre Haute Tribune* struck out somewhat bitterly at his enemies whom it castigated by inference as "people who believe that while there is constant advancement along all other lines, educational methods long ago reached a perfection which is entitled to nothing less than reverence."<sup>11</sup> The *Indianapolis Journal* with a certain amount of misplaced crusading zeal made charges, unwarranted by the facts, regarding the financial management of the university, and particularly about the rôle of the DePauw family therein. Doctor John and Mr. N. T. DePauw countered with open letters to the *Journal*, which was forced to backwater and admit: "Not the least shadow of crookedness has been discovered."<sup>12</sup>

Considerable sentiment in favor of a reconsideration of Doctor John's resignation manifested itself (including a petition to the trustees signed by one hundred and forty Greencastle business men), but "this was found impossible,"

<sup>11</sup> May 16, 1895.

<sup>12</sup> June 10, 1895.

as the *Central Christian Advocate* put it.<sup>13</sup> The dean of the Theological School, Hillary A. Gobin, was designated acting president. Doctor John kept his home in Greencastle thereafter, devoting himself to the lecture platform.

In spite of the hard times which reigned during most of the John administration, the period was not unfruitful of building operations. The cornerstone of Florence Hall, erected as a dormitory for the theological students, was laid in 1891. The building was completed at a cost of \$20,000, exclusive of furniture. Middle College, formerly a "gentlemen's hall," was now converted into a science laboratory.

The famous "Boulder" also began its residence on the DePauw campus during the John regime. A certain Herain Thomas had discovered the phenomenon on his farm near Morton, and, thinking it the shell of a large turtle, he dug it up, built a fence around it, and charged admission to the curious. Doctor Ridpath conceived the idea that here was a fitting memorial of the Columbian Exposition; the Boulder was bought by alumni, and transported after many tribulations to the college grounds.

The years of Doctor John's administration naturally saw some changes in the composition of the faculty. Two men whose names were to be long associated with the university were added—Professor Naylor and Doctor Gobin. Professor De Motte left to enter upon his lecture career, and the unsettled conditions of Doctor John's last year were responsible for the loss of several men whose connection with the institution was relatively short. The University of Illinois took three members of the faculty, another went to the University of Texas, while Doctor Duvall, professor of philosophy, accepted the offer of a similar position at Ohio Wesleyan.<sup>14</sup>

#### DOCTOR GOBIN'S ADMINISTRATION—1895-1903

Hillary Asbury Gobin was born at Terre Haute, March 25, 1842. He enrolled at old Indiana Asbury in the fall of

<sup>13</sup> June 19, 1895.

<sup>14</sup> *Indianapolis News*, June 12, 1895.





JOHN P. D. JOHN



HILARY A. GOBIN  
PRESIDENTS OF DEPAUW  
1889-1908



EDWIN H. HUGHES



1861, but withdrew shortly to join the Union Army, with which he remained until the end of the Civil War. He then re-entered college, graduating in 1870. For nine years he served various pastorates in the state, at Remington, Goodland, South Bend, and Lafayette. Called to his Alma Mater in 1879 as professor of the Greek language and literature, he remained until 1886, when he accepted the presidency of Baker University at Baldwin, Kansas. In 1890 he returned to Greencastle as dean of the School of Theology; in 1894 he became vice-president, and, as already noted, he was designated acting president when Doctor John resigned. In 1896 the Board of Trustees named him president.

The administration of Doctor Gobin is notable primarily as marking a period of transition and retrenchment in the history of DePauw. The years of financial hardship had already necessitated the abandonment of most of the ambitious projects which had been instituted following the DePauw bequest. By the time Doctor Gobin retired from the presidency in 1903 DePauw University had reverted to the type of school which Indiana Asbury had been. In 1898 a grant had been obtained from the Rockefeller Foundation upon the condition that the School of Theology should close down. With the demise of the School of Theology the last of DePauw's professional schools went out of existence. Only the Liberal Arts College and its natural adjuncts, the Schools of Music and Art, together with a Preparatory School, remained. The total enrollment was 617 in 1903—a drop of more than a third from the boom days of the early 'nineties, and of this number, 173 were students in the academy. This is not to be taken in any sense as adverse criticism of the Gobin administration, for the numerical decrease represented the natural result of a healthy deflationary policy which the future welfare of the institution demanded.

It must be manifest already that Doctor Gobin had come into office at a time when the morale of the institution was at a low ebb. Rehabilitation of the finances was above all imperative. Annually the college was facing a deficit of

eighteen thousand dollars,<sup>15</sup> and someone had to raise the money somewhere. Dr. W. H. Hickman, in 1897, accepted the office of vice-chancellor with the unenviable responsibility of combing the countryside for contributions. Doctor Hickman later served as president of the Board of the Chautauqua Institution for a number of years, and finally returned to Indiana as pastor of the Trinity Methodist Episcopal Church at Terre Haute.

Doctor Hickman found that his task divided itself naturally into two somewhat separate problems: first, it was necessary to raise funds to meet the deficit; second, the permanent endowment had to be built up so that the annual deficit would disappear and the physical equipment of DePauw would keep up with the times. The faculty was showing an alarming tendency to disintegrate; considerable tact had to be exercised if it was to be held together and furthermore the administration needed the solid backing of the Board of Trustees. The Board, as we know, had not backed Doctor John solidly. The new administration did not care, naturally, to find itself beset with the same difficulty, and it risked the arousing of personal animosity by taking active steps to see that the personnel of the Board was reconstituted.

In its efforts to obtain money, the administration had to contend with widespread lack of faith in the management of the college, a lack of faith which was its heritage from the troublesome last days of the John administration. Despite the uphill battle, the valiant efforts of Doctor Hickman and others eventually were crowned with a gratifying measure of success. To meet running expenses, scores of DePauw's friends subscribed to a sustaining fund. Larger gifts also were obtained, especially one of \$63,000 from Mr. Charles Minshall, which went toward the erection of a well-constructed laboratory building for Chemistry and Physics on the southwest corner of the East Campus. A contribution of \$36,000 from the Meharry-Jeffris families endowed a profes-

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<sup>15</sup> *Minutes of the Indiana Conference*, 1897, p. 193.



sorship of Bible, and Mr. Simeon Smith made a disposal of his property which eventually secured for the Department of Chemistry an endowment of about \$90,000.

The efforts made to hold the faculty together likewise were crowned with gratifying success. Dr. Edwin Post, professor of Latin and one of the college's strongest men, was retained in spite of attractive inducements to leave. When Professor Baker, a splendid teacher of science, died in 1901, an unusually able man, William M. Blanchard, was secured to replace the loss.

When Doctor Gobin retired as president in 1903, he could look back to solid achievements of his administration. Fortunately, the retiring president was not lost to the college. He became vice-president and professor of English Bible, positions which he held until his retirement in 1922. He died the following year. Unquestionably, Doctor Gobin was one of the most remarkable men ever connected with DePauw.<sup>16</sup> He possessed attributes which marked him as a personality in any company. Famous for his wit and loveliness, it was inevitable that he should enjoy with the students an enormous popularity which only increased as he grew older. He was known in his later years as DePauw's Grand Old Man.

"Scholar and teacher, loved as few have been,  
Master of all occasions, everywhere.

In lighter, gayer moods, his wit how keen!

And yet how eloquent he was in prayer."<sup>17</sup>

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<sup>16</sup> A considerable portion of the information on Doctor Gobin's administration is derived from a letter from Dr. W. H. Hickman, February 27, 1923.

<sup>17</sup> "To the Memory of Doctor Gobin," by Maurice Murphy, Class of 1915.

## CHAPTER X

### BEGINNINGS OF THE NEW DEPAUW, 1903-1912

ON March 31, 1903, the Board of Trustees called to the presidency of DePauw University Edwin Holt Hughes, at the time pastor of the Center Methodist Episcopal Church of Malden, Massachusetts. Doctor Hughes accepted in a letter dated May 2, and the opening of the new college year in September found him at the president's desk in Meharry Hall.<sup>1</sup> As has been noted, Doctor Gobin, the retiring president, remained in service as vice-president, and when Doctor Hughes heard of this he sought the advice of Dr. William F. McDowell, then secretary of the Board of Education of the Methodist Episcopal Church, as to possible complications arising from this arrangement. Doctor McDowell quickly disabused the mind of Doctor Hughes by assuring him that "Gobin is a dear." Doctor Gobin lived up to this characterization for the next nineteen years and as teacher and vice-president was a living illustration of the spirit of devotion and loyalty to the university through three succeeding administrations.

When Doctor Hughes came to Greencastle, he was a young man, thirty-seven years of age. He was a graduate of Ohio Wesleyan University, in the class of 1889, having also studied at the University of Iowa. He had graduated from the Boston University School of Theology in 1892 and had served two pastorates in Massachusetts, the last being the important Center Church at Malden, where he had established such a reputation for pulpit eloquence and solid accomplishment that other strong churches were bidding for his services. The inauguration of the new president took place in December, 1903, at which the principal addresses were made by United States Senator Albert J. Beveridge, of the class of

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<sup>1</sup> *DePauw University Bulletin*, Third Series, Vol. X, No. 14, p. 29. Address by Dr. Demetrius Tillotson.

1885, and President James W. Bashford, of Ohio Wesleyan University. Honorable William Newkirk, president of the Board of Trustees, spoke briefly in behalf of the University Corporation, and presented to the incoming president the roll of instructions and keys as the symbols of his office. The new president then spoke eloquently on "The Meaning of a Christian Education."<sup>2</sup>

President Gobin and Chancellor Hickman had carried the university through a fearful financial crisis, and when President Hughes took up his work, he found already laid a firm foundation for future building. But there was much that needed to be done, and the new president set to work with energy and ability to place the university in a secure position, both financially and educationally. The first problem attacked was that of putting the buildings and equipment in repair, and of providing for more adequate dormitory and boarding facilities. Woman's Hall, later known as Mansfield Hall, had been running at a financial loss, and Florence Hall, which had been used for the Theological School, was out of repair and had been serving as a men's hall. The latter building was fitted up as a Ladies' Dormitory and with Woman's Hall was leased to Mrs. Lucy Black at a substantial figure, and immediately both became popular boarding and rooming places. In 1906-07 Mrs. Black was secured to manage the halls on a salary, with the result that for the first time there was a profit from them to the university.<sup>3</sup> East College was also in need of a thorough overhauling, and by the autumn of 1905 all of the buildings had received a complete renovation, while new equipment had been secured for the biological laboratory and library from Alfred E. Dickey as a memorial to his father, Governor Alfred Dickey, of North Dakota.<sup>4</sup> The Music School had been reorganized and placed on a new financial footing, and by the fall of 1905

<sup>2</sup> *Bulletin of DePauw University*, 1904, pp. 14-34.

<sup>3</sup> *President's Reports*, December 9, 1903; June 11, 1906; 1908.

<sup>4</sup> For descriptions of these renovating activities see *Minutes of the Board of Trustees*, June 4, 1904; *President's Report*, December 9, 1903; *The DePauw*, October 7, 1905; *President's Report*, December 10, 1907.

Music Hall had been refinished and equipped with thirty new pianos.

The administration of President Hughes is noteworthy in that by dint of much hard work and careful planning the income of the university was made to show a balance over expenditures for the first time for many years. During the year 1905 the university, through the efforts of Judge Alexander Dowling and the good will of the heirs of Washington Charles DePauw, came into possession of the endowment and property of the DePauw College in New Albany, Indiana, which by 1907 had netted the university an addition of about \$35,000 to the permanent funds.<sup>5</sup> A large factor in the balancing of the university's budget was the Marvin Campbell Sustaining Fund, which was proposed, planned, and carried out by Mr. Marvin Campbell, of South Bend, Indiana. The plan as suggested by Mr. Campbell to President Hughes was that he would undertake—at his own expense if the plan failed, but at the expense of the fund if it succeeded—to obtain promises of substantially two thousand friends of the university who would agree for five years to give \$5 or more per year toward the running expenses of the university. President Hughes accepted the offer, and Mr. Campbell accordingly employed a special stenographer in his office and with lists of alumni and friends furnished him by the president's office had the plan in operation within eleven months. Thus for a period of five years an additional annual income of about \$10,000 was secured, which more than any other factor relieved the university of the stigma of an annual deficit in current expenses.<sup>6</sup>

The securing of the much needed Carnegie Library Building was another achievement of the Hughes administration. It was on November 23, 1903, that Dr. C. E. Line, the field secretary of the university, wrote Andrew Carnegie, stating the great need for a library building and soliciting from him

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<sup>5</sup> President Hughes in his *Report* for 1906 credits Judge Alexander Dowling and the heirs of Washington Charles DePauw for the securing of this transfer. *President's Report*, June 11, 1906.

<sup>6</sup> See the *Marvin Campbell Correspondence*, in the university vaults,



a gift of \$50,000 for its erection. Mr. Carnegie's secretary replied asking for more information concerning the institution, its resources and needs. To this inquiry Doctor Line replied, supporting his solicitation with letters from Senators Fairbanks and Beveridge, from Speaker Joseph Cannon, and Governor Durbin of Indiana. All this seemed to be of no avail, however, for in February, 1904, a discouraging letter from Mr. Carnegie's secretary ended the correspondence. A year later Dr. S. B. Towne, the new field secretary, again opened correspondence with Carnegie, and further endorsements were received from Governor Hanly and State Librarian Henry, and on March 21, the glad news came that Mr. Carnegie would "be glad to pay for the erection of a library building at a cost of \$50,000, provided the amount of \$50,000 is raised toward the upkeep and carrying on of the library."<sup>7</sup>

The condition of the gift was promptly accepted, though the task of raising the required sum took eighteen months of patient and persistent labor on the part of President Hughes and Doctor Towne and the co-operation of the loyal Board of Trustees. The largest single gift was that of J. Smith Talley, who contributed \$10,000, and on April 9, 1906, a letter was sent to Mr. Bertram, Mr. Carnegie's secretary, stating that \$57,000 had been secured in cash and dependable subscriptions payable in one, two and three years. The reply came back that nothing but cash or reliable securities would meet the conditions set by Mr. Carnegie. The subscribers were now notified of this condition and by October they had paid nearly half the amount needed. The trustees were called together and agreed to place their names to a bond on which the Union Trust Company of Indianapolis advanced the balance of cash necessary. Mr. Bertram was notified that the cash was in hand, and immediately word came back that Mr. Carnegie had authorized his cashier to arrange for payments on the library building as the work progressed. Mr. Hugh

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<sup>7</sup> Letter of Mr. James Bertram, secretary of Andrew Carnegie, to Dr. S. B. Towne, March 21, 1905.

Dougherty, of Indianapolis, was made the chairman of the Building Committee; an Indianapolis architect, Mr. Oscar D. Bohlen, was secured; a lot on College Avenue was purchased, and by the end of the year 1908, the present beautiful Library building was completed at a cost of \$63,642.31.<sup>8</sup>

The completion of the new Library building stimulated additional gifts for the establishment of Departmental Libraries. Dr. G. W. Bence, of Greencastle, gave \$2,000 for the endowment of a German Library; \$1,000 additional was added by the heirs of Dr. John Simison to increase the endowment of the Latin Library to \$2,500; while the Seminar rooms which housed the departmental libraries on the second floor of the New Library were fitted up as a memorial to William Newkirk, who had been the benefactor of the old library in West College.

The financial history of DePauw University from 1905 to 1928 cannot be written without giving large place to Dr. Salem B. Towne. It was in 1905 that President Hughes persuaded him to come to DePauw as the business manager of the university, and Doctor Towne soon had the books of the institution in such faultless order that the great educational boards, the Carnegie Foundation for the Advancement of Teaching and the (Rockefeller) General Education Board, could but commend the financial management. Doctor Towne remained at his important post through four administrations, and during all those years there was no annual deficit reported, and there was a steady increase in the material equipment of the university.<sup>9</sup>

When the Hughes Administration began in 1903, there was an endowment of \$231,000, of which \$180,000 was subject to annuity at a high rate of interest and a current expense debt of \$22,000. Five years later, or when his administration ended, the endowment had been increased to \$530,-

<sup>8</sup> The personnel of the building committee was Dougherty, Talley, O'Hair, Mason, Whitcomb, Hughes, Towne, J. G. Campbell, and W. H. Adams. *Minutes of the Board of Trustees*, December 13, 1903.

<sup>9</sup> *Salem B. Towne, 1847-1933*, addresses by Professor Henry B. Longden, and Bishop Edwin Holt Hughes.

000, the greater part of which was bearing interest and helping to maintain the university.

The salary scale for the faculty was exceedingly low, and some of the faculty found it necessary or advantageous to find more lucrative positions. President Hughes was thus faced with the necessity of keeping the budget low and at the same time recognizing the impossibility of professors supporting a family on \$1,000 and less. But in spite of these handicaps the older members of the faculty remained at their post and new men were added to the staff. It was at this time that Professor Francis C. Tilden, of the class of 1897, who after two years' graduate study at Harvard had come to DePauw as instructor in English literature in 1900, and had been advanced to a professorship in 1902, left to become head of the Department of English at Winona Technical School. Later (1912) he returned to DePauw as professor of comparative literature and librarian. Professor Jesse F. Brumbaugh, of the class of 1894, who had come to DePauw as professor of English and public speaking in 1901, submitted his resignation in 1905, but an increase of salary from \$1,000 to \$1,200 made it possible for him to remain. Miss Minna May Kern, a graduate of Hillsdale College, who, after two years' study in Germany and France, had come to DePauw in 1895 as an instructor in German, was advanced to an assistant professorship in 1905 and to an associate professorship in 1906. Among the new faculty members added during this administration were Rufus B. Von KleinSmid, who came as principal of the Academy and professor of pedagogy in 1905; Professor Harry B. Gough came from the presidency of Hedding College in Illinois to become professor of oratory and debate in 1907, while William M. Hudson began his first period of instruction at DePauw in the same year as a member of the Academy faculty. These years also saw an encouraging increase in faculty salaries, the maximum for the older members reaching \$1,600 by 1908.<sup>10</sup>

<sup>10</sup> For faculty changes and salary data, see *Minutes of the Board of Trustees*, December 13, 1905; *President's Report*, June, 1907.

A healthy increase in student enrollment was an indication that DePauw was regaining its place of influence in the state and nation.<sup>11</sup> A large share of the credit for this increase was due the youthful president, whose reputation as a speaker grew with the years, and his services were in demand for all occasions. His growing popularity as a high-school commencement speaker brought him into every county of Indiana, all of which he turned to account in favor of DePauw, with the result that the enmity which had been expressed in some quarters was changed into friendliness; and from doubt in other quarters to confidence. Not only did President Hughes' state-wide speaking activities bring an increasing number of students to DePauw, but it also brought the university into closer contact with the public-school system of the state. His wide acquaintance with the teachers of the state brought his election as president of the Indiana State Teachers' Association in 1904, and later as a member of the Indiana State Board of Education he exercised his influence in securing a law providing for the certification of colleges for the training of teachers. When DePauw was investigated by the State Board of Education under this law, it was accredited as equipped for the training of all classes of teachers.

The generous policy of granting the student greater freedom, which had been inaugurated in President John's administration, had been continued under President Gobin. That some students took advantage of the new freedom was to be expected, and in some circles DePauw came to have a reputation as a rather rowdy institution. One of the problems which faced President Hughes was that of student discipline, and from this distance one can but admire the determination and tact which he exercised in dealing with a most trying situation. In the *President's Report* for 1903 he states that discipline had been good; in 1904 he reports that on the whole the students have been well-behaved

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<sup>11</sup> During the year 1902-03 the student body had numbered 520; in 1908 the enrollment had increased to 1,001.



though "there has been a strict enforcement of the eleven-o'clock rule," and that there has been a bit of restlessness "under the closer guardianship."<sup>12</sup>

The attempt of President Hughes to regulate the annual "class scrap" and to stop the custom of students breaking up classes after football or other victories, caused great excitement on the campus and wide comment throughout the state. As in other colleges in the Middle West, the custom had grown up at DePauw for the Sophomore and Freshman classes to stage a savage class fight culminating on February 22 of each year. Just why they should have chosen the birthday of the Father of their Country as the time for this absurd contest is not clear, but year by year it had been carried on, and each successive year it had been becoming more distracting, and more ridiculous. Finally, in 1906, the president took a hand in the matter. The classes met together and drew up a compact in which they agreed to eliminate scrapping from college buildings, to limit the scrap to February 22, and to refrain from the publication of "boguses." A fourth agreement urged by President Hughes, that a tug-of-war should be substituted for the usual type of rough-and-tumble scrap, failed to meet the approval of the two classes. However, when the scrap was over, President Hughes made a speech before the student body on the subject, "The Annual Scrap a Thing of the Past," in which he made the points that the basis of the scrap was thoroughly artificial, since the members of the classes involved had nothing against one another; that it interfered with all the solid enterprises of the university life; that it inevitably broke out into extremes; and that it did great harm to the university because of the gross exaggerations of the newspaper articles concerning it.<sup>13</sup> While the annual scrap was not completely eliminated as a result of this vigorous action, yet it marked the beginning of the end of this senseless tradition.

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<sup>12</sup> *President's Report*, December 3, 1903; June 4, 1904.

<sup>13</sup> *The DePauw Daily*, 1905-1906, p. 294.

The next autumn Old Gold Day was inaugurated, and it was a great success. The class rivalry problem was largely solved by allowing the underclass-men to settle the question of supremacy in a series of regulated class contests. A whole day was given over to an all-University program beginning with a chapel at 8:30; Freshman and Sophomore basketball at nine; football at ten, Class Scramble at 11:00; Junior-Senior parade at 1:45; Earlham-DePauw football game at 2:15 with a bonfire on the campus at 6 o'clock, the first Old Gold Day coming to a close with a Jollification meeting in Meharry Hall presided over by the president of the student body.<sup>14</sup>

Another valuable innovation begun by President Hughes was the monthly University Service. In his report of June, 1904, he states: "The University Service has been inaugurated, being held the third Sunday afternoon of each month. This service has been largely attended and is already one of the features of our college life." This service was continued through a period of nearly thirty years and has only recently been replaced by a Sunday-evening Vesper Service.

The president's attempt to put a stop to the custom of students breaking up classes was equally successful. After a football victory over Miami University on November 24, 1906, the students demanded a holiday. This demand the president refused, and he further stated that "anyone who attempted to cut classes would be expelled from the university." In response to this dictum the students held an indignation meeting on the campus and many bolted their classes in spite of the warning. Those who thus violated the president's warning were later required to sign an apologetic pledge in order to remain in the university. Indignation among the students ran high, but after the president had presented his position in the matter most of the offending students signed. A month later the trustees adopted a resolution endorsing unqualifiedly the course of the president in

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<sup>14</sup> For an account of the first Old Gold Day see *The DePauw Daily*, December 14, 1907.

the case and "pledged its support in all such wise decisions in the interest of needed regulations."<sup>15</sup>

The dumping of the new flagpole, the gift of the Senior Class of 1908, into the Quarry Pond, was another student escapade upon which the president bore down with his accustomed vigor. When the pole was finally fished out of the pond, the president announced that the students would be held responsible for its return and for all damages. The damages were slight, but the feelings of the students seemed to have been most terribly wounded, and there was much heated discussion pro and con. *The DePauw Daily* came out with a sensible editorial entitled "To the President His Dues" in support of the president, which evidently cleared the atmosphere. "We know this one thing," it states, "that he [the president] was quite sure that he thought what he was doing was right." "It does seem," it continues, "most unutterably foolish that since the president has done great things for DePauw, and since we have found that more than once he was out and out for the students and their interests, that because this one time a little inconvenience is caused for the sake of what is right that the students should be so unreasonable as to think that he was doing it for mere spite." The editorial closes with this ironical note:

We are not quite sure, but we think that the president would turn the university over to the students if he and the Board of Trustees thought it would run along. As it is, the best plan is to allow the running of the affairs of the institution to remain in the hands of the president for at least this year.<sup>16</sup>

In 1905 the athletic situation in DePauw and throughout the state had reached a crisis, which led the president to state in his report for that year, "I offer as my conviction that football must be either reformed or abolished." Further he states: "Our faculty are determined to discourage and defeat all attempts to violate agreements by hiring players or using disqualified persons in any of our games." All this

<sup>15</sup> *Minutes of the Board of Trustees*, December 12, 1906.

<sup>16</sup> *The DePauw Daily*, April 7, 1908.

implies that professionalism had been widely prevalent, which was not only the case at DePauw but in the other institutions of the state as well. Athletic finances were always in a chronic state of confusion, and those who had handled them were not always above suspicion. But, as in other affairs of the college, these years saw a beginning, at least, of better days for athletics at DePauw, an indication of improvement being the fact that the football season of 1907 paid all its bills and an old debt of \$375 besides. But there was still a long way to go in raising standards of athletic scholarship as well as in the business management.

Rumors were afloat in Methodist circles throughout the year 1907-08 that President Hughes would very probably be chosen a bishop of the Methodist Episcopal Church at the ensuing General Conference in the spring. The rumors proved to be true, and thus for the third time the university was called upon to give up its president to fill the highest office in the gift of the Methodist Episcopal Church. During the five years of his all too brief administration he had influenced every phase of college life, and had exercised a particularly strong influence over the students through his close personal relationship with them. During his term of office public confidence had been won, the student body had been measurably increased, while the endowment had been raised to a figure that put the college beyond crisis, even if it did not place the institution beyond problem. In his last report to the trustees as president of the university Doctor Hughes stated:

I would like for you all to feel that these have been years of joyful service, and that I count it only a splendid privilege to have invested this period out of my middle manhood to the life of this university.

When the university opened in the autumn of 1908, Vice-President Gobin was again called upon to take over the administration until the trustees could secure a successor to Bishop Hughes. The committee having this important duty



to perform was headed by Mr. Hugh Dougherty, of Indianapolis, and by the middle of October it had completed its task by selecting Dr. Francis John McConnell, pastor of the New York Avenue Methodist Episcopal Church, Brooklyn, New York, as the ninth president of DePauw University. On October 30 the Board of Trustees and Visitors met at Greencastle and the choice of the committee was confirmed by a unanimous vote. It was understood, however, that the new president was not to assume his duties on the campus until the following spring. That the selection of Doctor McConnell greatly pleased the faculty and the student body is evidenced by the cordial welcome and greetings wired him by both groups, which the newly selected president thus acknowledged with characteristic brevity, "Thank you and faculty for message, glad for opportunity to work with you."

Francis John McConnell was born in Trinway, Ohio, in 1871, the son of a Methodist minister, the Rev. I. H. McConnell. He received a part of his preparation for college at Shortridge High School, Indianapolis, while his father was pastor of Roberts Park Methodist Episcopal Church, finishing his preparation at the famous Phillips Exeter Academy in New Hampshire. He graduated from Ohio Wesleyan in the class of 1894, and spent the next five years in Boston University, receiving the S. T. B. degree in 1897 and the Ph. D. degree two years later. His marriage to Miss Eva H. Thomas of Delaware, Ohio, in 1897, was the culmination of a "college case" at Ohio Wesleyan. After serving several small churches in and about Boston he became the pastor of Harvard Street Church, in Cambridge, Massachusetts, and the following year was called to the large New York Avenue Methodist Episcopal Church in Brooklyn, where he served with growing distinction until his call to the presidency of DePauw.<sup>17</sup>

The McConnell family took up its residence at "The Towers," the president's home on East Seminary Street—

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<sup>17</sup> For the facts relating to the early life of President McConnell see *Who's Who in America*, 1926-27; *DePauw Daily*, March 4, 1909.

which had been purchased during the previous administration—in March, 1909. The formal inauguration took place on March 10, as the culmination of a four-day educational conference. Henry M. Dowling, of the class of 1893, spoke for the alumni; President Herbert Welch, of Ohio Wesleyan, represented the University Senate of the Methodist Episcopal Church; Bishop Hughes delivered the charge to the incoming president, characterizing the new executive as “young enough to have life’s vigor unimpaired, yet old enough to have life’s judgment at par,” further stating that “he is worthy of your utter confidence, of your patient judgment, of your friendship, of your constant support.” President McConnell was given a hearty ovation when he arose to deliver his inaugural address, which was devoted to the development of the theme, “The Christian Ideal and the Pursuit of Knowledge.” He pointed out that the Christian ideal creates a desire to serve, that it acts as a corrective against dogmatism, that it gives a system of philosophy from which one can work toward greater things.<sup>18</sup>

Shortly after his inauguration the trustees of Harvard University elected President McConnell as one of its university preachers, and during the following year he gave two periods of service in that capacity at Cambridge. He was chosen for the same position again in 1910-11. President McConnell stated that he felt justified in taking that time away from Greencastle because of the opportunity it furnished him of studying at first hand the educational situation in one of the greatest universities in the world. That he was fully justified in so doing his rapid rise to leadership in the educational world is adequate testimony.

Perhaps the outstanding feature of President McConnell’s administration was the emphasis he laid upon building up an effective faculty and the attention given to purely educational matters. He was primarily interested in gathering

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<sup>18</sup> For accounts of the Inauguration of President McConnell see *The Mirage*, 1909, pp. 39-41; *Western Christian Advocate*, March 17, 1909; *DePauw Bulletin*, November, 1909, pp. 42-6.

about him a satisfied and contented staff of instructors, neither underpaid nor overworked. He was constantly concerned for their welfare and welcomed every opportunity to help them to do their best work, believing that it was the faculty which gave distinction to a university and not a fine and imposing plant.<sup>19</sup> President McConnell's annual reports to the trustees bear out the above statement. In these reports attention is given to educational matters; to the amount of work each instructor ought to carry; to overcrowded classes; and to better equipment for laboratory and class instruction. In his report in 1910 after describing the crowded condition of the classes and laboratories in Biology, and similar crowded conditions in English and German, he states: "For the accomplishment of the best work instructors in the college ought not to be asked to teach more than twelve or fourteen hours a week."<sup>20</sup> The following year he inaugurated the sabbatical system of leaves of absence for professors, by recommending to the trustees that Professor Longden be granted leave for the next year at half pay. This was done without Professor Longden's knowledge, the president stating that Professor Longden richly deserved the leave after thirty years of service and that it was time to adopt, at least in a modified form, such a system.<sup>21</sup>

The president, however, was not blind to certain weaknesses in the faculty, and put his finger on one of them by calling attention to the fact that each department was carrying on its work with too little consideration for the rights of others. That "departmentitis" was in a chronic state at DePauw at this time was doubtless true, a weakness, however, which was by no means peculiar to DePauw. President McConnell was also the first president to suggest the advisability of limiting student attendance, stating that 725 to 775 was about the desired number, in the light of the equipment of the university. He was also a firm believer in coedu-

<sup>19</sup> Statement by Professor H. B. Longden, March 24, 1927.

<sup>20</sup> *The President's Report to the Trustees*, June, 1910.

<sup>21</sup> *DePauw University Bulletin*, August, 1911, pp. 14, 15.

cation, though he was concerned lest the number of women students exceed the number of men. He urged that the proportions must be kept so that we can call the school a coeducational institution.<sup>22</sup>

In 1909-10, after a careful study of the curriculum, the three-term division of the college year was replaced by a two-semester division, and a change was made in the grouping of departments and in the requirements for graduation. Group I included all the Foreign Languages; Group II included English Composition and Rhetoric; English Literature, English Bible and Public Speaking; Group III consisted of the Natural Sciences with Mathematics; Group IV, the Social Sciences with Philosophy and Education. The graduation requirements were sixteen hours in one subject of Group I; ten hours in English Composition and ten additional hours in one subject of Group II; ten hours in one subject of Group III; and ten hours in one subject of Group IV. The student was required to make a selection of a major subject, which was to be pursued through five semesters. Revisions have been made in these requirements from time to time, but the changes made at this period have remained the basis in the organization of the curriculum.<sup>23</sup>

At this time there were seventeen departments in the College of Liberal Arts besides the School of Music. The coming of Professors Gobin, Post, Longden, Brown, Naylor, Swahlen, Blanchard, Gough, and KleinSmid has already been noted. The first six on the list were now the Senior professors. DePauw was one of the first institutions in the Middle West to establish separate Departments of History and Political Science. At the head of the Political Science Department was Professor James Riley Weaver, who, after an extended diplomatic service, had come to DePauw as professor of modern languages in 1885 and had been made professor of political science in 1893,<sup>24</sup> and continued in that position until his

<sup>22</sup> *President's Report to the Board of Trustees*, June 10, 1912.

<sup>23</sup> For the changes in curriculum and other changes see the *DePauw University Bulletins*, 1909; 1910; 1911; 1912.

<sup>24</sup> *Mirage*, 1894, p. 25; 1910, p. 29.



retirement. The professor of history was Andrew Stephenson, a graduate of Indiana Asbury (DePauw) in the class of 1882. He received his Ph. D. from Johns Hopkins University in history and politics and came to DePauw in 1894.<sup>25</sup> It was under the instruction of Weaver and Stephenson that such distinguished scholars as Charles Austin Beard, of the class of 1898, and Frederick Austin Ogg, of the class of 1899, received their first inspiration toward scholarly pursuits. At the head of the Department of Philosophy was Dr. William Grant Seaman, a graduate of the class of 1891, who, after receiving his doctorate at Boston University, had come to DePauw as professor of philosophy in 1904. In the new Department of Sociology was Dr. Cecil C. North, a graduate of the University of Nebraska, with a doctorate from the University of Chicago. He came to DePauw in 1908. The chairman of the new Department of English Composition and Rhetoric was a young professor, Nathaniel Waring Barnes, with both the A. B. and A. M. from Columbia University. He came to DePauw in the autumn of 1907, after a two years' experience at Ohio Wesleyan. In English Literature was Adelbert F. Caldwell, a graduate of Colby College, who after spending a year in graduate study at Harvard came to DePauw in 1904. Miss Rose F. Laitem came as instructor in French in 1905 and was later chosen Dean of Women in addition to her instructorship. In Biology was Dr. Howard J. Banker, a graduate of Syracuse University with a Ph. D. from Columbia, who came to DePauw in 1904 after several years of teaching experience in one of the Normal Schools of Pennsylvania.

Under President McConnell the Academy was still in a flourishing condition and occupied a large part of Old West College. A teaching staff of sixteen members including the principal, Professor Von KleinSmid, carried on a well-rounded curriculum.<sup>26</sup> The Academy was conducted as far as possible as a separate unit, maintaining its own daily chapel exercises, a literary society, as well as its separate athletics

<sup>25</sup> *Mirage*, 1910, p. 26.

<sup>26</sup> *DePauw University Bulletin*, May, 1909.

and social life. The Art School was likewise carrying on with a staff of three instructors, including its Dean, Mrs. Belle Amelia Mansfield, who conducted courses in the Theory and History of the Fine Arts. Miss Besse Minerva Smith, who later became the Dean of Women of the university, gave instruction in drawing, painting, and wood carving.<sup>27</sup>

While the principal emphasis in the McConnell administration was placed upon the building up of the faculty and increasing the educational effectiveness of the school, yet the financial and business end was by no means neglected.

Although the university had been avoiding a deficit year by year, this had been accomplished only with the most careful planning and then only by a very small margin. In 1910-11 the income had totaled \$78,881, while the expenses amounted to \$78,618, leaving a balance of \$263—a margin too close for comfort. At this time the total assets of the university totaled \$1,057,228, of which \$565,828 represented the endowment. Meanwhile the student body was increasing, while the income did not permit a corresponding increase in the size of the faculty. Indeed it was stated that if it were possible to add ten full professors to the teaching force, that would be none too many to satisfy the reasonable demands of the situation. Such were the conditions which led President McConnell to advocate an immediate campaign to add \$500,000 to the endowment.<sup>28</sup>

Such a campaign had been suggested during the previous administration, about the time of the formation of the General Education Board by Mr. John D. Rockefeller. At that time Dr. Wallace Buttrick, of that foundation, had said to President Hughes that the Board might be willing to aid DePauw in a campaign to secure a half million dollars for additional endowment. President McConnell was fully aware of these earlier negotiations, and in May, 1910, Doctor Buttrick was induced to come to Greencastle to investigate the university. Four things about the institution especially

<sup>27</sup> *DePauw University Bulletin*, May, 1909, p. 105.

<sup>28</sup> *Minutes of the Northwest Indiana Conference*, 1910, p. 284.

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appealed to him: first, the character of the student body; second, the standards maintained by the faculty; third, the wide distribution of the student body; and last, the excellent condition of the finances. As a result a tentative offer was made of \$100,000 to be given to the university provided an additional \$400,000 be subscribed by December 31, 1911. This generous offer greatly thrilled the university family, and immediately plans were laid for the inauguration of a plan of campaign to meet the conditions.<sup>29</sup>

At a special meeting of the Board of Trustees and Visitors held on October 20, 1910, an elaborate organization for the campaign was perfected. Dr. Cyrus U. Wade, of the North Indiana Conference, accepted the position as "field general," and before the Trustees and Visitors adjourned they had subscribed nearly \$100,000. Other efficient field agents were secured to assist Doctor Wade.<sup>30</sup> The work was carried forward with clocklike precision, and by April, 1911, \$200,000 had been secured, and by October the sum pledged totaled \$300,000. The total pledged by the Methodist ministers of the state was \$73,000, which in many individual cases represented real sacrificial giving. The final struggle to raise the remaining \$100,000 was greatly aided by Mr. George B. Lockwood, of the class of 1894, who sent out from his home in Marion, Indiana, literature on the campaign for the press of the state, which brought a generous response. By the middle of December, with two weeks yet to go, \$20,000 was still needed to meet the conditions of the General Education Board. To meet this Mr. Jay Neff, of Kansas City, who had already pledged \$12,000, agreed to guarantee the remaining \$20,000 provided the solicitation should continue until December 30. To this generous offer there was prompt

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<sup>29</sup> *DePauw University Bulletin*, 1910, pp. 7, 8; 1912, pp. 6, 7; *Western Christian Advocate*, October 26, 1910, p. 19.

<sup>30</sup> Each of the three Indiana Conferences appointed special agents to solicit funds within their bounds. The Rev. C. H. Myers and the Rev. Sherman Powell for the North Indiana Conference; the Rev. D. D. Hoagland and L. S. Smith for the Northwest Indiana Conference; and the Rev. W. N. Gaither for the Indiana Conference.

agreement, and by the date designated, \$7,000 additional had been pledged, thus requiring Mr. Neff to add \$13,000 to his original gift. The collections and pledges taken after December 31 amounted to more than \$30,000, so that the total amount raised, including the gift of the General Education Board and the \$19,000 which had been raised for expenses, totaled \$549,859. Thus the first great endowment campaign for DePauw University was brought to a brilliant and successful close. Most of the subscriptions came from small donors, and there were but two counties in the state from which no subscription, were received. Among the larger donors were Mrs. Washington Charles DePauw, Mrs. Clement Studebaker, Mrs. E. G. Eberhardt, and Mr. C. H. Enderson, each of whom gave \$10,000.<sup>31</sup>

Besides the large increase in the endowment resulting from the great financial campaign just described numerous independent gifts of large significance were also received. Among these was a series of endowed lectureships. The largest of these was provided by the gift of the Rev. Marmduke H. Mendenhall of \$15,000 in 1906, which was to be available in 1908-09 for the establishment of a lectureship on Revealed Religion. The sum of \$3,000 was given by Mrs. Kerilla B. Beamer for a lectureship on Christian Missions, while in 1909 Guy Morrison Walker, of the class of 1890, and Mrs. Walker presented \$5,000 to support a series of lectures on Political Science, History, and Finance. Perhaps no other college in the Middle West is so well provided with endowed lectureships. The class gifts were also becoming increasingly generous. Thus the class of 1908 presented the university with a steel flagpole; the class of 1909 gave the beautiful Westminster tubular chime clock for the library; while the class of 1910 presented a thousand dollars

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<sup>31</sup> *DePauw University Bulletin*, August, 1912. See map in this Bulletin for distribution of the gifts. From Marion County came gifts amounting to \$40,814; Saint Joseph County contributed \$25,300; and Putnam County, \$24,221. President McConnell worked both in and out of the state. He made several attempts to secure a subscription from Mr. Carnegie, but was unsuccessful. See *President's Report to the Trustees*, December 15, 1910.



cash to the university treasurer with subscriptions for another thousand to be used toward the securing of a new gymnasium. The class of 1890 presented the university in 1910 with the Anderson Street Gate to the campus.

Other private gifts of this period were those of William Riley Halstead, class of 1871, and Mrs. Halstead, who deeded their property in Terre Haute and vicinity to the university to the value of \$50,000. In 1912, DePauw received from the will of Hon. Simeon Smith of Bloomfield, Indiana, about \$100,000, the largest single gift up to that time, with the exception of the DePauw benefaction.

Of interest to the whole DePauw University family were the honors which came to the first two Japanese graduates of the university, Sutemi Chinda, of the class of 1881, and his classmate, Aimaro Sato. Both Mr. Chinda and Mr. Sato had come to DePauw, then Indiana Asbury, as a result of the influence of an American Methodist missionary and were among the first Japanese students to come to any American college. Mr. Chinda, after his graduation, taught in Tooku College in his native town, after which he entered the diplomatic service of his country, serving in the foreign office in Tokio; as consul at San Francisco; in Chemulpo, Korea; and as consul general in Shanghai. In 1897 he became Japanese minister to Brazil; and from that time onward he was promoted in rapid succession to the most difficult and responsible diplomatic posts, serving in turn at The Hague; in Saint Petersburg; as vice-minister of foreign affairs and as ambassador at Berlin and at Washington. In 1908 he was made a Baron and in 1911 was raised to the peerage as a Viscount. His classmate, Mr. Sato, who was also his brother-in-law, likewise achieved distinction in the diplomatic service, holding among other important posts, secretary of Legation at Washington and London; was one of the Japanese peace commissioners at Portsmouth; represented Japan at the second Hague Peace Conference in 1907, and later served as ambassador to the United States. He accompanied Prince Fushimi to the Louisiana Purchase Exposition as his Grand

Master and he was decorated for his distinguished services by Japan, Russia, Holland, Germany, France, Spain, and Portugal.

On one occasion when the news reached the campus that Dr. Benjamin F. Roller, of the class of 1898, the famous authority on wrestling, was contemplating entering the prize ring and had even sent a challenge to Jim Jeffries, Professor Longden remarked, "If I could see a DePauw Graduate in the prize ring, it would complete an interesting cycle. I have seen DePauw men in the Senate, in the pulpit, in jail, but never in the prize ring."

One of the principal handicaps which a Methodist educational institution meets as a penalty for being a part of a highly organized church is that it becomes impossible to keep its most successful presidents. For their success is soon heralded throughout the church and men begin to say to one another, "Here is a man we need for the episcopacy." And so it happened that the very success of President McConnell made it practically certain that his administration would be a short one. At the meeting of the General Conference in 1912 at Minneapolis, President McConnell was elected a bishop of the Methodist Episcopal Church, and on May 26 he was presented for consecration by Hillary A. Gobin. Thus DePauw University was called upon for the fourth time to surrender her president to the episcopacy. President McConnell thus expressed his attitude toward the high office to which he had just been chosen, in his last report to the Trustees:

At the meeting of the General Conference held in May, I was elected a bishop of the Methodist Church. When I was approached before the Conference concerning the possible outcome I stated that I always looked upon the bishopric as too great a place to be sought for by any man and too great a place to be refused if it came unsought.

He further stated:

My regret at leaving DePauw University is very great, and yet the regret is largely personal. I shall miss the trustees, the

faculty, and the students. Speaking in all sincerity, however, I find myself unable to sympathize with the view that the institution will suffer any serious harm by my leaving.

Bishop McConnell's career since leaving DePauw has been one of growing distinction. He has won recognition as a leader in liberal thought and as a preacher, not only within his own church and in America, but among all Christian bodies throughout the English-speaking world. To him, also, came the crowning honor in the organizational life of American Protestantism in his election to the presidency of the Federal Council of the Churches of Christ in America.

## CHAPTER XI

### STUDENT LIFE IN THE LAST FIFTY YEARS

DURING the first half century of its existence, it has been noted that Indiana Asbury exhibited little of the gay fluster and self-important bluster associated today with the social life and extracurricular activities of most present-day American institutions of learning. The stern and even harsh morality of nineteenth-century Methodism frowned upon everything which might be considered lax in the way of social behavior. The students lived quietly, mostly in private homes. There were literary societies, and fraternities too, but they had not the highly organized form which they have since taken on, particularly in the past forty years. In the relation of student to student, and student to faculty, simplicity reigned. The "real democracy both in academic and in daily life" bore its results in the "sentiment which bound DePauw to her sons."<sup>1</sup>

In the early days, oratory and debate were the leading student activities. At the rostrum, the undergraduate had the best chance to win the admiring acclaim of his fellows. As befitted a society which frowned upon merely foolish pleasures, oratory was a pastime of a very practical nature, for in that day the colleges were not looked upon as training grounds for the business world so much as preparatory institutions for some sort of professional career; and two of the most popular professions, the ministry and the law, were largely forensic in nature. Old Asbury produced orators who performed with the greatest distinction upon the national stage. One need only mention Daniel Wolsey Voorhees and Albert Jeremiah Beveridge, two of the most gifted speakers ever to grace the United States Senate. Beveridge was a sensational orator already in his college days, winner of the interstate contest; the story of Beveridge's under-

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<sup>1</sup> Marcossou, Isaac F., *David Graham Phillips and His Times* (New York, 1932), pp. 20, 41.



graduate career has been told delightfully by Claude Bowers in his deservedly widely known biography.<sup>2</sup>

Perhaps no college in the country could boast so distinguished an oratorical record for the twenty-five years, 1881-1906, in which the intercollegiate oratorical contest occupied the center of the collegiate stage. The first DePauw victory in the state and interstate oratorical contest was won by Charles F. Coffin, of the class of 1881; four years later Albert J. Beveridge duplicated that record. In 1888 and 1889, R. J. Johnson and J. H. Wilkerson brought to DePauw both state and interstate honors, which was repeated in 1892 by Jean Nelson, and again in 1905 by J. M. Devers. During these same years DePauw won the state contest ten times, but failed in the interstate.

The following is the record:

Charles F. Coffin, '81.....	State and interstate
Albert J. Beveridge, '85.....	State and interstate
Joseph Adams, '86.....	State
R. J. Johnson, '88.....	State and interstate
J. H. Wilkerson, '89.....	State and interstate
W. H. Wise, '90.....	State
Jean Nelson, '92.....	State and interstate
W. H. Hadley, '93.....	State
L. F. Dimmit, '94.....	State
T. N. Ewing, '96.....	State
F. W. Nadal, '98.....	State
George E. Farrar, '99.....	State
E. W. Dunlavy, 1900.....	State
F. F. Lewis, '03.....	State
J. M. Devers, '05.....	State and interstate
Paul Smith, '06.....	State
Ralph Bollman, '12.....	State
Jesse Bogue, '13.....	State
A. T. Freeman, '17.....	State

In thirty-seven state contests, DePauw had won nineteen.

The scene of the later state contests was generally Tomlinson Hall in Indianapolis, in which the student bodies of the

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<sup>2</sup> *Beveridge and the Progressive Era* (New York, 1932).

various contending Indiana colleges were assigned their respective sections. No present-day football crowd could outdistance in noisy enthusiasm the students of the gay nineties when they gathered to support their favorite orators in the State Oratorical Contest. Special trains from every Indiana College town brought the beribboned and bepennanted student hosts to the state capital, and once gathered in Tomlinson Hall they presented a scene never to be forgotten.

By the beginning of the nineties, debating began to share with oratory a large degree of student interest. In 1894 a Debate Association was formed, and from that year inter-collegiate debates began to have a part in student interest. In 1894, 1895, and 1896 DePauw won debates with Indiana University, while from 1894 to 1913 of the twenty-five inter-collegiate debates held DePauw won thirteen. Besides Indiana University, DePauw during these years debated with Earlham, Butler, Albion, Cornell College, Notre Dame, Miami, Baker, and Wabash.

Already in Beveridge's day there was indication, however, of a shift of student emphasis away from oratory and debate to athletics.<sup>3</sup> Holidays, which formerly had been devoted to forensic outbursts on the part of the literary societies, now tended to be celebrated by out-of-doors sports instead. In 1881 the military department sponsored a holiday program with the following series of events:

- Two-mile go-as-you-please race
- Wrestling match
- Ladies' walking match
- Dumb-bell contest
- Two-hundred yard dash
- Standing broad jump
- Sack race
- Wheelbarrow race
- Tug-of-war: Seniors vs. Sophomores; Juniors vs. Freshmen; contest between winners.<sup>4</sup>

<sup>3</sup> *Ibid.*, p. 24.

<sup>4</sup> Brown, Irving, *op. cit.*, p. 63.





A STUDENT ORGANIZATION IN THE GAY NINETIES



Later there came a further reaction against what was deemed excessive speech-making. A member of the class of 1890, Mr. Guy Morrison Walker,<sup>5</sup> has given an interesting account of it: "It was customary," he says, "for the Sophomores to hold a Class Day and every Sophomore was compelled to deliver a speech in Meharry Hall. Then, later, each member of the Junior class was supposed to deliver a second speech at the time of chapel exercises, while the Seniors were expected to deliver two speeches each from the college platform during their Senior year. This had been the custom in effect from time immemorial, but when the class of 1890 reached the Sophomore year we refused to have a Sophomore performance and succeeded in knocking it so that it was never held. We did have our Junior performance, but got away with that performance alone and did not deliver the extra speech from the college platform; and when we became Seniors, we also refused to deliver speeches as Seniors and knocked that out. We were the last but one to have a Junior performance. The class of 1891 had a Junior performance, but since we had knocked our Junior speeches, as well as Senior speeches, there was no attempt to carry on the custom afterward, particularly because, when our class of 1890 was on the eve of graduation, we refused to abide by the custom which had prevailed at DePauw from the beginning, namely—having Seniors deliver speeches on graduation day. In the early days every member of the graduating class spoke. In the later days the faculty selected from twelve to fifteen who delivered speeches averaging ten minutes each. That prevailed up to and including the class of 1889, but when our class came to the Senior year we refused to speak, and for the first time called in outside speakers, having Colonel Elliott F. Shepard, then the editor of the *New York Evening Mail*. The speech was not much good and the class was very much disappointed. Shepard, who had married one of the Vanderbilt daughters, would not take any honorarium for the address, asking only for

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<sup>5</sup> Letter of July 11, 1928.

his expenses; but he came out with his whole family in a private car and it nearly broke the class paying the expenses. In lieu of the Senior speeches we devised the class play, . . . in which John W. Sluss took the leading part."

Thus the traditional pattern of student life became fundamentally changed, and the emphasis which came increasingly to be placed upon intercollegiate athletics was one of the outstanding aspects of what was emerging. The 1880's, in fact, have been described as years of "athletic awakening" in the United States.<sup>6</sup> Vast numbers of Americans became wildly enthusiastic about recreational activities which had nothing immediately to do with the routine of making a living. As mirrors of American life, it was to be expected that the colleges should reflect the fads and trends which were current.

To be sure, out-of-doors sports had always been engaged in to a certain extent, and Asbury boys gathered informally to play "Anthony Over," "Townball," and "Three-Cornered Cat."<sup>7</sup>

The first game to be played on an intercollegiate scale at Asbury was baseball. The year was 1866, and the opponent, inevitably, Wabash. Baseball was then in its infancy and differed a good deal from what goes by that name today. It was not until 1875 that the formula of three strikes and four balls was settled upon, and it was still later that restrictions on pitching were removed, opening the way to "the development of the outcurve, incurve, drop, and fadeaway."<sup>8</sup> Asbury's first nine was organized largely through the instrumentality of Charles S. Jelley, who performed the arduous rôle of catcher in that hardy day when such effete inventions as mitt, mask, and breastpad were yet unknown. Apparently, the later judge really wanted to play baseball. The decision went to Wabash in this initial encounter. To be sure, the budding little giants had their own appeal, but

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<sup>6</sup> Schlesinger, A. M., *The Rise of the City* (New York, 1933), p. 318.

<sup>7</sup> Brown, Irving, *op. cit.*, p. 63.

<sup>8</sup> Schlesinger, *op. cit.*, p. 311.

the *Asbury Review* was so naïve as to remark, "Not a little of the enjoyment of the hour was secured by the courteous and gentlemanly conduct of the umpire, Mr. Atherbury, of Wabash, whose manner of decision is worthy of praise."

Baseball was not a regularly established sport at once. Intercollegiate contests were arranged off and on, and in 1885 DePauw won the state championship. By that time football had made its appearance, and before long was to eclipse baseball as an intercollegiate sport.

The first football game was played with Butler in 1884. When it was over, the *Asbury Monthly* advertised sadly: "Anybody wishing to secure a football cheap, will find it to their advantage to address the DePauw football team."<sup>9</sup> Undaunted, the students, with no small degree of faculty encouragement, went on to develop the popular game. For at that time athletics were mainly student affairs; alumni interest and coaches had not yet worked their effect. All the world knows that in the early days the game itself was vastly different from what it is today. The rules were different, the uniforms were different, and the conditions under which it was played were different. Elaborate associations of colleges pledged to enforce standard rules regarding eligibility and so on had not yet been formed. Too much care was not always taken about the personnel of the team. It is to the credit of DePauw that she early took steps to root out professionalism. In 1893, the year in which "seven members of the University of Michigan squad were not even enrolled as students," the University Senate passed resolutions which included the following:

Whenever it shall appear to the Advisory Committee that any student has enrolled solely for the purpose of engaging in intercollegiate athletics, he shall be disqualified from all participation in the same.<sup>10</sup>

Games were played under more or less informal condi-

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<sup>9</sup> Brown, Irving, *op. cit.*, p. 66.

<sup>10</sup> *DePauw Record*, March 22, 1893.

tions, and there were laments over the lack of student support. *The DePauw Adz* wailed:

One of the lessons that DePauw University needs to learn . . . is that her teams cannot win without support. . . . The spirit of a DePauw man certainly should not be proud when it comes to money matters. We can talk, but that would be cheap. We could raise money, but that would be expensive. Yes, but it is more expensive to let little Purdue defeat us; it costs us more to have it said by the press of the state that great DePauw must stand back for the little colleges of Indiana—Wabash, little old Wabash, a real fossil, can come out into the light, coach her football team a week and at a mass meeting of faculty and students raise forty-five dollars on the spot to further train her eleven—but DePauw, big, rich, progressive DePauw with one thousand students—a coach for three and a half hours—no wonder our defeat.<sup>11</sup>

This sort of complaint bore its results, for DePauw soon had a coach like her rival institutions. Coaching had not yet become a highly specialized profession. Some young fellow who knew the game and wanted to pick up a little extra money would engage himself to see the team through the season for a paltry fifty dollars or so. In 1891, Mr. Clint Hare, a young Indianapolis attorney who had played ball for Yale, was hired,<sup>12</sup> and the next year Mr. Sager took over the burden. By this time football had entered its buccaneer period, with both players and spectators inclined to be tough. There was much talk about the desirability of purer sportsmanship. The following account of an engagement with "little Purdue" gives some idea of conditions of the time:

The day itself was unfit for any sort of a game, and the field was in better condition for a boatrace than a football game. After the DePauw team had been assured that they might decide as to whether they would play, and had decided to forego the pleasure under such conditions, and after a notice had been posted announcing no game, and the Purdue ticket-sellers had

<sup>11</sup> *DePauw Adz*, 1889-90.

<sup>12</sup> *Bema*, October 31, 1891.



put a convenient distance between themselves and their customers, crowds of howling Purduites crowded the Labor House lobby shrieking for a game like a Yazoo mob for a sheriff. The Purdue boiler-pounders also appeared in uniform demanding a game and scared the little manager to death with their threats, forcing him to go back to our eleven with the assurance that he had no right to make the arrangements. Under protest, with little or no hope of doing anything against the Lafayette amphibians, discouraged and disgusted, our eleven went out to defeat in an immense mud hole, where football was as impossible as spontaneous combustion.<sup>13</sup>

In Greencastle, playing conditions were no better. At first, part of the campus was used. Later a place known as Lynch's Field, to the west of the town across the Monon tracks, served as athletic grounds. But Lynch's Field was so far from the campus that it was difficult to get the boys out there for practice. Professor Waldo began agitating for a regular athletic field. Money was raised among the students, faculty, trustees, and alumni. Mr. McKeen, president of the Vandalia Railroad, gave five hundred dollars. Finally, in 1895, a final drive was made. The site on West Hanna Street was selected, and McKeen Field was christened to the accompaniment of a splendid victory over Indiana University.<sup>14</sup>

McKeen Field served as the center for out-of-door athletics until 1923. In that year a new field, made possible by a gift of \$25,000 from Mr. and Mrs. Ira B. Blackstock, of Springfield, Illinois, was dedicated. It was located immediately to the northwest of McKeen, and was called, appropriately, Blackstock Field.

In the meantime the expanded athletic program had made the need for more adequate gymnasium facilities imperative. The ground floor of old West College obviously was no longer sufficient. A concerted movement to remedy the situation finally got under way with the result that in 1915

<sup>13</sup> *Ibid.*, November 21, 1891.

<sup>14</sup> *Mirage*, 1897.

ground was broken for Bowman Memorial Gymnasium, and it was completed within the next year at a cost of \$127,000.

The building of the gymnasium was but one manifestation in these years of a somewhat widespread desire for DePauw to play a more conspicuous rôle in athletics than had been the case heretofore. In the fall of 1912, a group of enthusiastic and well-meaning alumni held a conference at the Commercial Hotel in Greencastle to consider the situation. Two committees were appointed and charged with the formulation of definite proposals for changing the existing regime. After criticizing the indifference of the faculty and the athletic administration, the trustees were petitioned to transfer the management of athletics to an alumni committee. In due time, upon the recommendation of President Grose, this petition was favorably acted upon by the trustees, and an alumni committee composed of Charles W. Jewett, Guernsey Van Riper, Samuel K. Ruick, Heber Ellis, H. F. Clippinger, J. V. Carpenter, E. B. Raub, Walter Talley, and Richard Shirley, was set up. Heber Ellis was appointed graduate manager. Considerable energy was displayed in persuading high-school athletes to attend DePauw, and the alumni committee was able to maintain its control until 1925. Such a situation, however, was quite out of accord with progressive ideas about the relation the athletic program should bear to the general program of the university. Consequently, in 1925, Physical Education was made a regular academic department, and put under the direction of William L. Hughes, who was made responsible like the rest of the faculty to the president and trustees. Emphasis was put on athletics for everybody, and an extensive intramural program was inaugurated. This general policy has been continued.

One of the outstanding features of recent athletic development has been the popularity of basketball and track. Already in 1895 DePauw coeds were playing basketball,<sup>15</sup> but it was not until about 1902 that men began playing the

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<sup>15</sup> *Palladium*, 1898-99.

game. Within fifteen years, a veritable basketball craze was sweeping Indiana. In the years immediately following the World War, DePauw, Wabash, and Franklin boasted teams which probably were without peer in the entire country. Between 1919 and 1924, DePauw played the largest universities in the Middle West and never suffered more than three defeats in a season.

In track, DePauw's record in the past twenty years has been consistently good. Such individual stars as Ikey Myers, Paul Jones, and Dick Sturtridge were usually backed by a well-rounded squad which was able to compete on fairly even terms with the larger schools in the state.

Mention has been made of the fact that as early as 1881 holidays began to be celebrated at the college with a program of sporting events. Not until 1907, however, did the greatest of DePauw holidays—Old Gold Day—make its appearance. At first it was designed especially to put a formal stop to scrapping between Freshmen and Sophomores in the fall; only later did it become primarily a home-coming day.<sup>16</sup>

The program has, of course, varied from time to time. At first a dance around a Maypole figured in the festivities, but that was quickly discarded. Old Gold Day became essentially a man's day, with a supervised scrap between Freshmen and Sophomores as the major event in the morning, a football game in the afternoon, and some sort of dramatic performance in the evening.

Since the Civil War a variety of college publications have succeeded each other at Asbury. Between 1872 and 1877 the societies published a "literary journal" known as the *Asbury Review*. In 1878 the college sponsored the *Asbury Monthly* which in the following year was taken over by the literary societies. In 1884 the name became *DePauw Monthly*, but it lived only two years longer, its demise marking the increasing debility of the literary societies.

The trend now was away from the literary to the journal-

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<sup>16</sup> Old gold has been the official color of the college since 1908. Before that it was blue. *DePauw Daily*, November 7, 1914.

istic. In 1887 the *DePauw Adz*, a fortnightly paper, made its appearance; when it changed its name to *DePauw Record*, a new weekly usurped the name *Adz*, but soon changed to *Bema*. Between 1890 and 1893, therefore, DePauw had two papers supported by rival factions. The strain was too much. Both died. In the fall of 1893 the *DePauw Weekly* began to appear under the editorship of James Ogden. In 1897 the name was changed to *DePauw Palladium*, and the editor was Charles A. Beard. Finally the *Palladium* too died the death, and in 1907 the *DePauw Daily* made its debut. Put under the supervision of the Department of Journalism in 1920, it became finally a tri-weekly and dropped the "Daily" from its name.

The interest in journalism at DePauw manifested itself anew in 1908 with the founding of Sigma Delta Chi, an honorary fraternity for those active in college journalism. It became a flourishing national organization. The DePauw members wore black hats with the letters  $\Sigma \Delta X$  in white impressively displayed on the front, and they put out at intervals after 1915 a humorous magazine called *The Yellow Crab*.

*The Mirage*, DePauw's yearbook, appeared first in 1886. Until 1900 its publication was not continuous, but since that date it has not missed a year. It has come to be an enterprise of the Junior class.

For the last half century the fraternities and sororities have occupied an increasingly important place in the life of the college. It is a significant fact that a large proportion of the oldest American college fraternities originated in small frontier institutions. Miami University at Oxford, Ohio, in its frontier days was the mother of several of the oldest fraternities, as Beta Theta Pi, Sigma XI, and Phi Delta Theta; Jefferson College, now a part of Washington and Jefferson, Bethany College in Western Virginia, Union College, New York, and Williams College, in New England, while they were all in their "freshwater" stage saw the formation on their campuses of these early Greek-letter societies.





DRAMATICS



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Perhaps it was the very rawness of their surroundings which more or less forced young men who were like-minded to associate themselves in these early fraternity groups. As we have noticed, Indiana Asbury students early responded to this movement, and before the Civil War three fraternities had been formed. The year the war closed (1865) Phi Kappa Psi and Delta Kappa Epsilon brought the number of national fraternities on Asbury's campus to five; three years later (1868) young men appeared on the campus for the first time wearing the sword and the shield of Phi Delta Theta, and in 1871 the square badge of Delta Tau Delta made its appearance on the coat lapels of a group of Asbury students. These were the seven fraternities which were formed during the Asbury period of the history of the university.

The increase of the student body, as a result of the transformation of Indiana Asbury University into DePauw, was doubtless responsible for the formation of the next two fraternities on the campus, Delta Upsilon in 1887, and Sigma Nu in 1890. The period of decline through the nineties was naturally one of hardship for the fraternities, and no new chapters appeared until the rapid increase in the student body called for additional social and fraternal groups. President McConnell was more or less an advocate of more fraternities, so that as far as possible every man on the campus, who desired to do so, might become a member of such an organization. As a result of these several factors, the period from 1912 to 1930 was a particularly active one from the standpoint of student social organizations. In 1912 Lambda Chi Alpha appeared, having been formed at Boston University only three years previously, the DePauw chapter being, therefore, one of the first to be organized. In 1923 a chapter of the American Commons Club, which had been formed two years previously at Denison University, was organized at DePauw, which calls itself a national American letter fraternity as distinct from the Greek-letter organizations. In 1924, Alpha Tau Omega, one of the older national

fraternities, established a chapter at DePauw, and the following year one of the newest of the national fraternities, Theta Kappa Nu, appeared. Economic conditions have been the chief factor in causing this latter organization to disband, though they announce their hope to revive their chapter in the near future. The present chapter of Delta Chi fraternity was formed in 1922. It had been organized as a legal fraternity at Cornell University in 1892, and in that year a chapter had been formed at the DePauw Law School, but, when the school was disbanded in 1895, the chapter, of course, disappeared. In 1922 Delta Chi became a general social fraternity when the present chapter was formed at DePauw. The re-established chapter is attempting to establish contacts with the alumni of the older chapter.

A more or less unique organization at DePauw University is the Men's Hall Association, which is made up of all the men living in Florence and Longden Halls. Although the Association was not formally organized until 1923, when it adopted a constitution, it was actually in process since 1918. In 1929 it was incorporated under a state charter and for a score of years has exercised an increasing influence politically, socially, and scholastically on the campus, since it is the largest single organization of the kind in the student body.

The American college sorority is very evidently one of the by-products of coeducation. Of the eight sororities now on the DePauw campus, all were established at coeducational institutions except one, and the first organizations of the kind appeared in the relatively small colleges soon after women were admitted. Kappa Alpha Theta is the oldest woman's college fraternity in the country and was organized at Indiana Asbury by four young ladies, Bettie Locke, Alice Allen, Bettie Tipton and Hannah Fitch, in the year 1870. Betty Locke was the daughter of Dr. J. W. Locke, professor of mathematics at the college, and was one of the first four women students to enter the college. The presence of the men's fraternities on the campus and the custom which arose



of persuading the women students to wear fraternity pins to indicate that they were the champions of a particular fraternity, gave Bettie Locke the idea of establishing such an organization for women students. Encouraged by her father and by Professor John Clark Ridpath, she went forward with her plans with the result that on Monday morning, March 14, 1870, the four young ladies who formed the first chapter, marched into chapel wearing their new black and gold kites, the badge which they had agreed upon after much cutting of paper in the kitchen of the Ridpath home.<sup>17</sup>

Five years later (1875) a chapter of Kappa Kappa Gamma, which disputes with Kappa Alpha Theta the priority of its national organization, was founded. The founding chapter at Monmouth College was disbanded, however, a few years after its establishment. The third sorority to appear at DePauw was Alpha Chi Omega, a local organization, which was formed primarily to promote "the highest musical culture, and to cultivate those principles which embody true womanhood." The organization soon became national in scope and is today one of the largest of the women's fraternities. Two years later Alpha Phi was established, which was the first of the DePauw sororities to own its house. The next four sorority chapters to appear on the campus came within a period of three years: Alpha Omicron Pi in 1907, Delta Delta Delta and Alpha Gamma Delta in 1908, and Delta Zeta in 1909.

Social life at DePauw has gone through the usual stages incident to the changing times. Until 1926, dancing as a social diversion was outlawed on the campus, and the fraternities and sororities were compelled to find other means of entertainment at their formal parties. From the beginning of the present century to the opening of the World War, these entertainments became increasingly elaborate, until it became necessary for university authorities to limit

<sup>17</sup> The story of the founding of this first sorority has been well told in *Sixty Years of Kappa Alpha Theta, 1870-1929*, by Estelle Ridge Dodge, edited by A. Pearle Green (Manasha, Wisconsin, Banta Publishing Company, 1930).

the amount of expenditure. The sororities often entertained their guests with original plays, and much ingenuity was displayed both by the fraternities and sororities in devising new and unusual social diversions. The introducing of dancing, however, has largely eliminated the necessity for social ingenuity, and now the parties are all more or less alike, consisting of dining and dancing.

The rise of the fraternity house has been one of the characteristic developments of the American college campus in the last thirty years. The fraternity halls began to give way to rented houses in the early years of the present century, and they in turn gradually were displaced by more elaborate houses, constructed usually through alumni leadership and financial assistance. The first two fraternities to build such houses on the DePauw campus were the Sigma Chi and Beta Theta Pi, but beginning about 1920 a veritable deluge of new fraternity and sorority houses swept the campus, resulting in the construction of ten new fraternity houses and six sorority houses and the remodeling and enlarging of two sorority houses in addition. The cost of these new houses ranged all the way from forty or fifty thousand to more than one hundred thousand dollars. Many of these houses were constructed during the optimistic years when money was easy to obtain, and several of the fraternities have found themselves burdened with well-nigh impossible debts. The decrease in student enrollment, due to the depression, has complicated the problem, and the fraternities have found it increasingly difficult to fill their great houses, and correspondingly difficult to meet interest payments.

The DePauw campus has been traditionally fruitful in student organizations, and at no period in the history of the college more so than during recent years. In 1916-17 the Woman's Self Government Association was formed under Dean Alvord's supervision; Mortar Board succeeded Gamma Sigma Delta as the honorary Senior Women's fraternity in 1919; the local woman's journalistic fraternity became a chapter of a national organization, Theta Sigma Phi, in the



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same year (1919); Duzer Du, the local dramatic society, affiliated with the National Collegiate Players in 1924. Sigma Delta Chi, now a national journalistic fraternity, had its birth at DePauw on April 17, 1909. In more recent years still other organizations have appeared. Alpha Delta Sigma is for men interested in advertising; Alpha Lambda Delta is a scholastic organization for Freshmen Women; the Artus Club is a chapter of a national economic fraternity for economic majors; the Blue Key elects Senior Men on the basis of high scholarship and campus leadership; the Cosmopolitan Club is for the purpose of creating better understanding between foreign and American students; Sigma Delta Rho is a fraternity made up of debaters; Nu Phi Epsilon elects to membership women in the Music School who maintain high scholarship; Kappa Tau Kappa is a self-appointed and self-perpetuating interfraternity Council which at different times has taken a more or less helpful part in running the campus; the Oxford Club is an interdenominational organization for young men planning to enter some branch of Christian work; the Panhellenic Council is an interfraternity for Junior and Senior women; Phi Eta Sigma is an honorary fraternity for Freshmen men who meet certain scholarship requirements; Phi Mu Alpha elects men of outstanding ability in Music; Phi Sigma Iota is a national fraternity for students in Romance Languages; Phi Epsilon Delta elects to membership students interested in Dramatics; Pi Sigma Alpha is a fraternity made up of Political-Science majors. A chapter of Pi Kappa Lambda, a national musical scholarship fraternity, was established at DePauw in 1936. Besides these organizations with fraternity features, the departments, with few exceptions, maintain departmental clubs, and, of course, there is the chapter of Phi Beta Kappa established at DePauw in 1889, to which are elected year by year those Seniors who have qualified on the basis of pure scholarship to bear its honored name.

Until the latter seventies, the religious activities of the Indiana Asbury campus were largely under faculty leader-

ship. During the academic year 1878-9, however, a branch of the Young Men's Christian Association was formed, and for a period of about forty years it continued to function in more or less the traditional manner. For many years there were helpful weekly devotional meetings, but the latter years of its existence the meetings degenerated into little more than "pep" meetings for one campus cause or another, and the annual elections of officers became occasions for fraternity rivalry. Under such conditions the DePauw Association naturally declined as a religious organization and in 1931 went out of existence. It should be said, however, that these conditions were not peculiar to the DePauw campus, an indication that the youth of the present generation was in rebellion against the stereotyped religious expression of a former generation. The disappearance of the Young Men's Christian Association from the DePauw campus did not mean the elimination of religious interest among DePauw men. The formal religious service inaugurated in 1933 has been largely attended by them from its beginning, while the churches of Greencastle have redoubled their efforts to serve the student body.

The DePauw chapter of the Young Women's Christian Association was formed in 1884-85 and is still active. Besides conducting the usual weekly devotional service, it has aided in the support of a missionary and sister college in India, and has been active in the promotion of the general religious life of the campus.

## CHAPTER XII

### THE DEPAUW UNIVERSITY SCHOOL OF MUSIC

OF the six separate schools in Indiana Asbury-DePauw University, apart from the College of Liberal Arts, which have arisen from time to time through the one hundred years of her history, the School of Music is the only one alive today. Twice attempts were made to establish law schools, the first graduating classes from 1855 to 1862; the second continuing from 1884 to 1894, the total number of law graduates of the two schools being 187. The School of Medicine, located in Indianapolis, graduated forty in three classes, 1850, 1851, and 1852. The School of Theology, which opened its doors in 1884, turned out sixty-five theologues from 1886 to 1900. The School of Art continued its separate existence from 1885 to 1910 and graduated altogether thirty-five candidates. With the exception of the first Law School and the Medical School, all but one of the professional and separate schools grew out of the optimism which characterized the years in which Indiana Asbury was being transformed into DePauw University. The School of Music was the one exception and its inception antedated this period by two years.

It was in June, 1882, that the Board of Trustees resolved that the faculty of the university should organize a Department of Music,<sup>1</sup> employing one or more instructors, the price per lesson to be fixed at a sufficient amount to meet all expenses. Professor John P. D. John, then the professor of mathematics, was requested to organize such a department. The plan called for a Department of Music to be a part of the College of Liberal Arts, and those students majoring in that department were to receive the degree of Bachelor of Literature and Art. Assisting Doctor John in his effort to organize the department were Professor John E. Earp,

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<sup>1</sup> *Minutes of the Board of Trustees, MSS., June 20, 1882.*

of the Department of Rhetoric and Literature, and his wife, Mrs. Ella G. Earp, who became instructor of Piano-forte.

The Music faculty at Indiana Asbury, as listed in the *Western Christian Advocate*,<sup>2</sup> consisted of Dr. John P. D. John, director, and conductor of chorus and instructor in Theory of Music; John B. DeMotte, later to win national fame as popular lecturer, conductor of orchestra and pipe organ and instructor in the theory of sound; Mrs. Ella G. Earp, instructor in piano; Mrs. Orra P. John, instructor in piano and voice culture; Miss Minnie C. Langdon, instructor in piano; Adolph Schellschmidt, instructor in orchestral instruments; Miss Carrie Weik, instructor in pipe organ; and C. E. Wilson, instructor in pipe organ and vocal music. It would be difficult to say just how much of an actuality the Department of Music was, but at least it served to start agitation for the formation of a School of Music.

Sometime during the year 1883, Mr. Washington Charles DePauw, whose interest in Indiana Asbury was on the increase, at this time urged Doctor John to take steps to form a School of Music. This he was to undertake with the understanding that a dean should be secured as soon as the organization was perfected. With the transformation of the Music Department into a School of Music, all the instructors were retained, for the time being, and in addition, Miss Julia Alice Druly, a talented young musician of good training, was asked to become a member of the faculty. Miss Druly had, for eight years, been demonstrating her ability as a teacher of piano and had secured a large class of pupils in Greencastle. She was now asked by Doctor John to bring her class into the proposed School of Music. This she consented to do, and her class constituted the nucleus around which the first student body of the new school was formed. With the organization of the School of Music, the granting of the diploma in music was authorized, and the first person to receive it was Miss Susie Fay, of the class of 1886.

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<sup>2</sup> January 3, 1883.



The first dean of the new School of Music was Mr. James Hamilton Howe, a New Englander by birth and a graduate of 1882 of the College of Music of Boston University.<sup>3</sup> He then became a member of the faculty of the New England Conservatory of Music, where he began a distinguished career as a teacher and composer.

We will permit Dean Howe to describe his coming to Greencastle and the impression created upon him by his new surroundings:

... early in 1884 Dr. Eben Tourjée, director of the New England Conservatory of Music, Boston, Massachusetts, spoke to me about taking the position of dean of the School of Music of DePauw University, formerly Asbury University. After deliberating and accepting advice from Bishop Mallalieu, at that time in active service, I accepted and appeared for duty. It was a great change from the active bustle of Boston to the quiet confines of Greencastle, Indiana. It took me some time to adapt myself to my surroundings, and I presume the pious Methodists considered me rather queer when I retailed to them several funny stories; and rather heathenish that attendance at operas and classical plays was necessary to keep me pepped up for my work.<sup>4</sup>

Dean Howe further states that he "completed the work of organizing, which had been well carried forward by Doctor and Mrs. John and Doctor and Mrs. Earp." During the first year the several departments of the School of Music were located in various college buildings. The dean's office was in the anteroom off Meharry Hall; while he used Meharry Hall for his private lessons. Five rooms of the Locust Street Methodist Church were used for students. This, however, was but a temporary arrangement, for by the opening of the second year (1885) the Music Building was completed, and the School of Music moved into what seemed at that time most commodious quarters. The building had been begun for the Theological School, but before its completion it had

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<sup>3</sup> *The Bema*, 1890, p. 3.

<sup>4</sup> From a MS. letter of James Hamilton Howe, April 29, 1927.

been decided that it was better adapted for the wants of the School of Music, and it was so completed and assigned.<sup>5</sup>

To the musically uninitiated, the requirements for graduation from the School of Music as set forth in the first catalogue seem quite appalling. For the first year there was to be elementary instruction in harmony; in the second year, the student must continue the study of harmony, *namely*, triads and their inversions; chords of the seventh, ninth, eleventh, thirteenth; altered chords; modulation; organ point, etc; in the third year counterpoint, consisting of simple and double counterpoint, fugue and composition; and in the fourth year, composition, and lectures on various phases of music. In addition to the courses in musical theory as listed above, all candidates for graduation must have had two years' instruction in the piano. Piano was required the first year of all candidates for graduation whatever their musical specialty might be. In practical music, at the beginning of the third year, candidates might elect voice, organ, or piano, provided they specialize in one subject for the remainder of their course. All examinations were held under the department heads.<sup>6</sup>

Dean Howe remained at the head of the School of Music for ten years, and during this period the school was placed on a self-supporting basis. The enrollment increased steadily, and in 1892 the original building was so overcrowded that it became necessary to secure a frame annex. During these years, however, there were relatively few who completed the course of study, there being but twenty-two graduates in the ten years of Dean Howe's incumbency, all of them women. Indeed, the first man to graduate in music was Thomas Herbert Mahan, of the class of 1909.

The School of Music began at once to exercise a wide influence on the campus outside its own student body. This is evidenced by the large number of musical organizations which sprang up during the first ten years. Among these

<sup>5</sup> *Mirage*, 1900, p. 54.

<sup>6</sup> *Forty-Fifth Year Book*, pp. 254-6.

were the DePauw Concert Company; the Mendelssohn Quartet Club; the Cecilia Quintet; the Mozart Violin Quartet Club; the Apollo Club, which was the name given the Men's Glee Club; the Lorelei Club, which was the Woman's Glee Club; the DePauw Symphony Orchestra; the DePauw Quartet; the DePauw Mandolin and Guitar Club; the Band, and the DePauw Sextet Club.

The DePauw musical organization of this period which achieved the largest fame was the DePauw Quartet, made up of Harry L. Maxwell, Charles Dixon, '88, Harry Miller, and William G. Seaman, '91. The Quartet became so popular that the members finally formed themselves into a DePauw Quartet Company and for fourteen months were continually on the road. Of course, during that period the members were compelled to give up their college work. Traveling with them was Clarence Hough, '88, who contributed readings to the programs, devoting himself largely to the poems of James Whitcomb Riley. Their entertainments were given in opera houses and churches, and everywhere they were greeted with overflowing audiences, and they performed a very useful service for the university in making its new name well and favorably known throughout the Middle West.

Two other famous male quartets were formed in the nineties, one taking the name, the DePauw Quartet of the DePauw University School of Music; the other was known as the Apollo Quartet. The members of the first organization were Harry E. Paris, Paul Gilbert, '06; Paul Burlingame, '05; and Wilbur F. Starr, while Fred F. Jeffers was the manager. Paul Gilbert also sang in the Apollo Quartet, the other members being F. F. Thornburg, F. A. Power and Charles W. Lockwood, with E. J. Emmert as accompanist. Both musical organizations made extensive summer tours and helped to give the university a wide and favorable recognition.

Many artists of note were brought to DePauw through the School of Music and the general cultural atmosphere of

the campus was thereby greatly raised. In an educational tour of the country, President Charles W. Eliot, of Harvard, visited the DePauw campus and the School of Music gave him a reception concert. Among the famous artists to appear in these early years were Fanny Bloomfield Zeisler, William Sherwood, Marie Howe, Conatantin Sternberg, Emil Liebling, Ovid Musin Concert Company, and Fraulein Adele Aus der Ohe. It was during these years also that the two musical fraternities, Alpha Chi Omega and Phi Mu Epsilon, were formed, both of which have become influential national organizations.

The DePauw hymn, "In Praise of Old DePauw," known to so many generations of DePauw graduates, was adapted from *Carmina Princetoniana*, and was first used in 1893. About the same time Dean Howe and Professor John Clark Ridpath collaborated on the compiling of *The DePauw Song Book*, one of the first of its kind; Doctor Ridpath wrote the introduction. In those days anything like an opera or a play was frowned upon by the university authorities, and when Dean Howe attempted to put on the popular Gilbert and Sullivan opera *Mikado*, the president stopped it just in time to avoid a scandal.

In the spring of 1894, Dean Howe resigned, and was succeeded as head of the School of Music by Mrs. Belle A. Mansfield, who had come to DePauw as professor of history and preceptress of Ladies' Hall. The year previous (1893) she had been chosen the dean of the School of Art and the deanship of the School of Music was now an added burden placed upon her capable shoulders. Mrs. Mansfield had bobbed hair and wore a bonnet with ties under her chin, and was the very embodiment of efficiency. She was a graduate of Iowa Wesleyan, and also had a law degree, and was thought to have been the first woman admitted to the practice of law in the courts of Iowa, as well as in the United States.

Mrs. Mansfield's administration of the School of Music covered those years of financial stress, in both the university



and the nation, and as a consequence the equipment and general tone of the school suffered. As a whole, however, the school was carried on along the same general lines as under the previous administration. Numerous famous artists and organizations were brought to the campus, such as Max Bendix, the renowned violinist; Edward MacDowell, the pianist and composer; Maud Powell, the world's greatest woman violinist of the time; Sousa's Band, and the Chicago, Cincinnati, and Victor Herbert Symphony Orchestras. In 1906, Miss Mildred Rutledge, a graduate of the DePauw School of Music and later a student of Emil Liebling, was added to the faculty, specializing in kindergarten music and normal training. She has now served for more than forty years in that capacity and many generations of Greencastle children took their first steps in music under her patient direction.

Failing health compelled Dean Mansfield's resignation in 1911 after having given seventeen years of devoted service to the School of Music. And it is to Mrs. Mansfield more than to any other single individual that credit is due for keeping the School of Music alive when the other schools of the university were being eliminated. President McConnell now turned to a young man, Robert Guy McCutchan, who was making a name for himself in musical circles as the director of the Conservatory of Music at Baker University in Baldwin, Kansas. After some negotiation he was induced to assume the deanship of the DePauw University School of Music, and came to Greencastle in that capacity in January, 1911. The new dean was a graduate of Simpson College, Iowa, where he had received the Bachelor of Music degree in 1904. He had gone to Baker University in 1904 as teacher of singing, and in 1906 had organized Baker University Conservatory of Music, and had been its director until his coming to DePauw. He has since received the degree of Doctor of Music from his Alma Mater and the degree of Doctor of Sacred Music from Southern Methodist University.

With the advent of the young dean, the DePauw School of Music began to manifest signs of new life. His first task was to reorganize the curriculum, raising the requirements and placing it on a par with the Liberal Arts College. In 1913 the School of Music was authorized by the trustees to confer the degree of Bachelor of Music. A public-school music course had been introduced in 1909, but it was without definite requirements and led to no very definite results. Dean McCutchan now made it a two years' course with very definite requirements, and DePauw was soon turning out the best-trained teachers of public-school music in the state, with the result that the School of Music assumed the leadership in public-school music which affected the entire state of Indiana. In 1926 Mr. Kenneth R. Umfleet joined the faculty as instructor of public-school music and was later raised to the rank of assistant professor. Training public-school music instructors was, however, but one type of the practical musical work which was emphasized. Indeed, applied music has always been stressed since the establishment of the school.

When Dean McCutchan made his appearance on the DePauw campus, he at once inaugurated a plan of making the chapel music more effective. For years, previous to his coming, Professor Naylor, of the Physics Department, had led the singing. A quartet from the School of Music was soon gracing the chapel platform, and frequently contributed special musical numbers to the service. During the World War, when community singing was widely stressed throughout the country, frequently the chapel service was given over entirely to singing. Dean McCutchan was also largely responsible for the inauguration of the devotional chapel which is noted in another chapter. This interesting recent development on the DePauw campus was really the outcome of years of emphasis on good music and proper attention to the proprieties of formal occasions. To Dean McCutchan and the School of Music belongs the chief credit for its introduction and for the rapidity with which it has gained not only





THE DEPAUW CHOIR



a recognized place at DePauw, but also for the fact that it is influencing other institutions in the same direction.

Previous to 1911, no permanent record of student grades seems to have been kept by the Music School. This defect was soon remedied by the new dean, and from 1911 a complete record file has been maintained.

A large factor in raising standards and in furthering the reputation of the DePauw School of Music since 1912 has been the influence exerted by Professor Van Denman Thompson. A New Englander by birth and educated at the New England Conservatory of Music, with a genius in musical expression and composition, Professor Thompson has given to the DePauw University School of Music more than twenty years of distinguished service. His organ compositions are widely known throughout the musical world, and the choice of Professor Thompson by the Sesqui-Centennial Commission of the Methodist Episcopal Church to write the oratorio *The Evangel of the New World*, in celebration of the one hundred and fiftieth anniversary of the establishment of the Methodist Episcopal Church, was a well-deserved honor. He came to DePauw in 1912 as professor of organ and composition.

In the same year Howard J. Barnum also joined the faculty of the School of Music as professor of violin and harmony. Mr. Barnum was not only an effective teacher, but he was also a skillful violinist, and throughout his more than fifteen years on the faculty was in frequent demand throughout the Middle West as a concert performer. He resigned his professorship at DePauw in 1928 to accept the deanship of the School of Music of Southern College in Florida.

Although the School of Music continued to foster numerous musical organizations such as the University Orchestra and Men's and Women's Glee Clubs, the musical organization which has come to have the largest reputation throughout the country is the DePauw Choir. This was organized by Dean McCutchan in 1912 and has continued under his direction. It is in constant demand throughout Indiana and

neighboring states for concerts, its rendition of the *Evangel of the New World* being particularly notable. In recent years it has given an annual vesper concert at the University of Chicago Chapel, and has appeared annually before the Chicago Sunday Evening Club.

As schools and departments of music were established in the colleges and universities in the Middle West, through the eighties and nineties, it was the policy, generally, to insist that they be self-supporting. Such had been the case at DePauw from the beginning, and Dean McCutchan was brought to DePauw with that understanding. Under this arrangement the School of Music not only met all its own expenses, but between 1911 and 1931 the DePauw University School of Music was managed so successfully that it added nearly \$100,000 in cash and equipment to the resources of the university. In keeping with the general trend the financial responsibility for the School of Music was transferred in 1932 to the university, and since that time the faculty members of the School of Music have been on the same basis as those of the College of Liberal Arts. The curriculum also has been further modernized, allowing Liberal Arts students to carry Music as a major toward the Bachelor of Arts degree.

The selection of Dean McCutchan as the musical editor of the new *Methodist Hymnal* (1935) by the Joint Commissions of the Methodist Episcopal, the Methodist Episcopal Church, South, and the Methodist Protestant Church brought additional honor and distinction to the dean, the School of Music, and the University.

In 1934-35 the faculty of the School of Music consisted of the dean and four full professors, two assistant professors, eight instructors, besides five teaching fellows. In 1935, those having full professorial rank, besides Dean McCutchan and Van Denman Thompson, were Henry Kolling, professor of piano, and Benjamin F. Swalin, professor of violin and theory and conductor of the University Symphony Orchestra. As has been noted, Mr. Umfleet was assistant professor of

public-school music, and Miss Edna T. Bowles was assistant professor of singing. Student attendance in the School of Music from 1925 to 1930 averaged slightly over two hundred; since that time the average has somewhat declined, due to the general economic situation prevailing in the country.

## CHAPTER XIII

### DEPAUW IN THE WORLD WAR

ON the first day of August, 1914, the writer met Professor Longden on the campus who inquired in passing, "Have you seen the papers this morning?" to which I replied, "Not yet, but I am on my way to the library to look them over." And as he passed on he said, "I fear a European war is inevitable." And all the world knows that what Professor Longden feared on that August morning came true all too soon.

The period just preceding the entrance of the United States into the World War was marked by no particularly unusual events on the campus at DePauw. Faculty members and students took both sides in the European conflict. The question of the rights of neutrals on the high seas was the occasion of much discussion in the classrooms and in the fraternity houses, though differences of opinion were generally confined to words, but there were a few instances where pro-Allies and the anti-British came to blows. On the day the news came to Greencastle of the sinking of the *Lusitania*, the recitation periods of the general American History classes were given over to the discussion of that terrible event. And there was much difference of opinion expressed among the students as to whether the Germans were justified in their unrestricted submarine warfare. Finally the matter was put to a vote of the classes and more than half the members expressed the opinion that Germany was justified in destroying the *Lusitania* and that Great Britain was a greater enemy of the United States than was Germany. This serves to illustrate the large amount of anti-British feeling in existence especially in the Middle West at that time, and indicates the long distance to be traveled by the American people in their views before their entrance into the war as an active participant on the side of the Allies.

The events between the sinking of the *Lusitania* and the



appearance of President Wilson before the Congress on April 2, 1917, asking for a declaration of war against Germany, were followed closely by students and faculty, and had served to bring about a large degree of unanimity of opinion on the campus. This changing state of mind was a reflection, undoubtedly, of the state of mind of the country. On March 8, 1917, President Grose, with the authorization of the faculty and students, sent the following telegram to President Wilson:

Faculty and students of DePauw University assure you of our confidence and pledge loyal support to government in this crisis.<sup>1</sup>

On the night Congress declared war, President Grose, at a patriotic rally, exclaimed with savage vehemence that traitors should be put against a brick wall "and fed bullets." He further pleaded "let us get down to the real business" which is to destroy Germans.<sup>2</sup> The declaration of war had taken place during the spring vacation, and with the return of the students, immediately a university military unit was formed, which drilled on the campus every afternoon at four o'clock with wooden guns. That this was not a great success, either for the purpose of instilling patriotism or training for war, is evidenced by the complaints in *The DePauw Daily* that comparatively few men came out for drill, and rarely did the same men show up two evenings in succession.<sup>3</sup>

As the spring of 1917 wore on, boys began to leave their studies to answer the call of their country and by the time the semester closed, one hundred and four DePauw men had enlisted in the United States Army, a good share of them entering the training camp for officers at Fort Harrison. This represented about twenty-five per cent of the total enroll-

<sup>1</sup> *The DePauw Daily*, Thursday, March 8, 1917.

<sup>2</sup> *Indianapolis Star*, April 7, 1917. For a good illustration of the war hysteria of the time see Abrams, R. H., *Preachers Present Arms* (New York, 1933), Chapter III.

<sup>3</sup> *The DePauw Daily*, April 21, 1917.

ment of men. Before the close of the college year, announcement was made that the university would not open in the fall until September 26, the purpose being to lengthen the period for productive work during the summer months. This came from the fact that the country had been told that the most important contribution America could make at the moment was to raise more food.<sup>4</sup> This agitation for an increased food supply led faculty members to plant large gardens, some of them co-operating in planting vacant lots about town, and several Greencastle patriots even planted a part of their front yards to potatoes.

When college opened in the fall of 1917, there were about 800 students, a loss of 140 over the previous year. By this time the number of DePauw men who had joined the army had increased to 150. In the College of Liberal Arts there were 259 men, a decrease of 121; the women numbered 422, a loss of 21. But almost immediately numerous men who entered college in the fall began to display restlessness, and some left to enlist. The college authorities attempted to discourage this movement, maintaining that the boys' place was in the college until called into service, and a rule was passed that only those boys who were forced to leave college because of the draft would receive credit for their semester's work.<sup>5</sup>

Meanwhile the campus was busy with wartime activities. In the Young Men's Christian Association campaign, DePauw's subscription of \$6,200 put her \$200 "over the top" and was the largest amount subscribed by any Indiana college. A chapel celebration was staged on October 26, 1917, in recognition of this worthy accomplishment. Faculty members were busy making patriotic speeches about the country or were engaged in other local and state patriotic activities, such as selling Liberty Bonds and War Saving Stamps, or urging the farmers to raise the kind of crops desired by the government. President Grose was busy speaking

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<sup>4</sup> *The DePauw Daily*, May 18, 1917; May 22, 1917.

<sup>5</sup> *The DePauw Daily*, December, 1917; Report of the Registrar.

in every part of the state in behalf of the Red Cross and the Liberty Loans.<sup>6</sup>

One of the interesting chapel services of the time was held on February 18, 1918, at which the DePauw service flag was dedicated. This, like the other service flags to be found numerously in churches and the windows of homes, from which had gone boys or girls into their country's service, was a red banner with a star for each of the more than four hundred students and former students who had entered the several branches of the service, while a gold star represented those who had lost their lives.<sup>7</sup>

During the spring and early summer of 1918, the War Department at Washington determined to establish at certain designated colleges and universities in the country what came to be known as Student Army Training Corps.<sup>8</sup> The idea was to keep young men of college age in school, and at the same time give them such instruction as would prepare them for military service when the time should come, when they might be needed. It was soon announced that DePauw had been selected as one of the six hundred colleges to have such units. In preparation for the Student Army Training Corps, or as it came to be called, the S. A. T. C., the War Department provided for sixty days' training camps during the summer, at which certain designated students and faculty members of the various colleges where units were to be established, could be trained as assistant instructors to help the officers who would be assigned to the institutions. Those attending the camps were to receive no commissions, but were to receive certificates as qualified military instructors. Later the War Department changed its plans and those graduating from the camps received commissions as second

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<sup>6</sup> *The DePauw Daily*, October 27, 1917; *The Greencastle Herald*, for October and November, 1917.

<sup>7</sup> *The DePauw Daily*, February 18, 1918.

<sup>8</sup> *The DePauw Daily*, May 13, 1918; see telegram from War Department to President Grose. This account of the DePauw S. A. T. C. is based largely on the study *DePauw and the S. A. T. C.*, written as a Master's Thesis at DePauw by W. R. Smith of the class of 1920. This thesis has been deposited in the State Library, Indianapolis.

lieutenants. The presidents of the colleges where units were to be established were to select one student for every 25 male students in attendance and one faculty member for each 250 students, who were to be sent to these camps. DePauw was entitled to send eleven students and two faculty members, and President Grose selected William W. Sweet, professor of history, and Elbert C. Buss, head of the Department of Physical Education, as DePauw's faculty representatives, and Lloyd M. Cline, Willis B. Connor, John Rabb Emison, Leon Gray, Paul M. Isenbarger, O. V. Jackson, S. A. Kriner, T. F. Ogden, W. W. Payne, J. F. Ratcliffe, T. M. Sellar, W. D. Stanforth, while later, G. Sammons, H. G. Udell, E. B. Dunlavy, G. W. Smith, and Paul L. Morrison were added to the list. These men were to report at Fort Sheridan on July 18 and were sworn into the service of the United States for the duration of the camp.

While these men were in camp, preparations went forward on the campus to establish the DePauw S. A. T. C. unit on the opening of the autumn semester. The opening of the semester was delayed until the latter part of September to enable the university to make the necessary preparations. Meanwhile, the government as well as the colleges and universities were spreading the information regarding the S. A. T. C. and large numbers of young men who had previously no ambition to attend college were making preparation to enter to take advantage of the new opportunities thus provided. As a result of such publicity, when the fall semester of 1918 opened, the enrollment of men was almost double that of the preceding semester.

On October 1, 1918, four hundred members of the DePauw S. A. T. C. unit took the oath of allegiance around the flagpole. During the ceremony, Lieutenant Maurice A. Sharp, a former DePauw student, was flying in a government plane over Greencastle on his way from Rice Field, Texas, to Indianapolis, in the interest of the Fourth Liberty Loan, and sensing what was going on, he circled the campus while the impressive ceremony was in progress.



The DePauw campus, like many others in the country, thus became an army camp. All the students who had been sworn into the military service were members of the Army of the United States and subject to military law. For purpose of administration, the War Department grouped the S. A. T. C. units into twelve divisions, and DePauw, with the other units in Ohio, Indiana, and West Virginia, was placed in the sixth district under the command of R. M. Hughes, of the Ohio State University.

When college opened, little of the equipment for the men had arrived, nor were the barracks in readiness, and for the first several weeks the men lodged in the fraternity houses or wherever they could find accommodations. Old West College and Florence Hall were turned over to the S. A. T. C. and became army barracks. The first floor of West College was made into a mess hall. There was a two months' wait before full equipment for the men was received, and drilling without uniforms and guns made it difficult to maintain the proper *esprit de corps*.

The officers in immediate charge were men who had received little military training themselves, most of them having recently come from the previous summer's training camps. Captain John L. Frazier, a graduate of the University of Utah, was the commanding officer of the unit; First Lieutenant F. P. Barrett was the adjutant, while the remaining six second lieutenants were all mere boys from the summer camps. Four companies were formed, while battalion headquarters were maintained in the Bowman Gymnasium. A battalion band of forty pieces was organized, and E. C. Bracket, of the Naval Unit, was selected as drum major. The Naval Unit consisted of seventeen DePauw men who had entered the Great Lakes Naval Training Station, and were now permitted to return to college on the same basis as the S. A. T. C. men.

A military hospital was maintained at "Rosa Bower," but during the "flu" epidemic, which swept over the country in the fall of 1918, the Phi Kappa Psi house was also used.

Many of the boys were sick during the period of the epidemic, but fortunately there were no deaths among them.

The student soldier's day was divided into two parts: from 9:35 to 12:30 and from 1:30 to 3:15 were the academic hours, while from six in the morning to 9:35 and from 3:15 P. M. to taps were to be devoted to military duties. As might have been expected, the two types of duties did not mix well, and the military tended to usurp all the rights and time of the student. Theoretically, the military authority was on a par with the university administration, and President Grose and Captain Frazier sat side by side on the chapel platform. The inevitable conflict between the academic and the military was complicated by the fact that many of the men in the unit lacked ability or the necessary preparation to do college work, while others were interested only in their military work and had no desire to perform their college duties. The "War Aims" course required by the War Department was under the general direction of Professor Sweet, and the men were gathered in the chapel for general lectures. Having risen early and gone through their morning drill, the men were restless and disorderly when they gathered for their academic duties, and often fifteen minutes were consumed before the men were quiet enough for the lecturer to begin. And once quiet, a large proportion of the men speedily went to sleep.

With the outbreak of the influenza epidemic, classes were dismissed for a period of three weeks, which, of course, was not conducive to increasing academic interest. The women were required to return to their homes and the men were not permitted to leave the campus. As has been stated, there were no deaths in the DePauw Unit, and the percentage of sickness at DePauw was smaller than in any other unit in the Middle West.

During the period of the S. A. T. C. at DePauw, the life of the campus naturally was greatly changed. The college fraternity as a social organization ceased to exist, since the men were housed in barracks and could not live in their

houses, though the necessary meetings for the conduct of the business of the fraternities were permitted. Two of the fraternity houses, the Beta Theta Pi and the Sigma Chi, were turned over to the university as residences for women. Intercollegiate debates were continued and were encouraged by the military authorities, and the football team was the best DePauw had had for a number of years and was awarded the state championship by the sports writers of the state.

Coed activities were also considerably changed as a result of the war and the presence of the S. A. T. C. unit. In the spring of 1917 they caught the military contagion and one hundred and fifty young ladies enlisted for military training. As a whole, however, this did not meet the approval of the male part of the campus, who argued that the girls were simply in the way, and that it was altogether a useless expenditure of energy.<sup>9</sup> Another and perhaps more useful activity of the DePauw girls was the preparation of boxes for the boys in France. A committee was appointed by the Woman's Self Government Association to arrange for the distribution of the boxes and at least one box was sent to every DePauw man in the service. The young ladies also did a great amount of knitting, and there were contests among the sororities as to which one would supply the largest number of articles. On January 9, 1918, it was reported in *The DePauw Daily* that since school opened (September, 1917) there had been knitted on the campus 230 sweaters, 92 scarves, 90 helmets, 33 blocks, 27 pairs of socks, 119 wash-cloths, three pairs of kneelets, and 69 pairs of wristlets.

The entire university family, faculty and students alike, responded good-naturedly to the government's appeal for conservation of food and other economies. Class garbs were either eliminated or less expensive ones adopted, though the Senior men argued that it was cheaper to purchase the usual Senior "cords," though the girls dispensed with the "cord" skirts. The Freshmen wore the usual green caps, though they were purchased more cheaply than ordinarily. All

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<sup>9</sup> *The DePauw Daily*, April 17, 1917.

the student houses observed the Hoover food regulations. A considerable group of students formed an "economy club," which required its members to agree not to eat expensive foods, to waste no food, to limit their personal expenditures in order to buy a Liberty Bond, and lastly they were to use their influence against elaborate social affairs. Fifty-nine students signed the pledges and became members of the club.<sup>10</sup>

The news of the signing of the Armistice was received on the campus with hilarious joy. On the day the news came, the festivities began at three o'clock in the morning. The military companies were called out and paraded the town, after which they formed on the lawn in front of Rector Hall and with the band leading, they sang "The Star-Spangled Banner," just at dawn. The entire day was given over to the celebration, ending with a great bonfire in the evening. Two days later appropriate services were held in Meharry Hall.

Now that the war was at last over, naturally most of the men in the S. A. T. C. Unit lost interest, and the question everyone was asking was "When do we get out?" At first, word was received from Washington that the work of the Unit was to proceed without interruption, but a few days later notice was given that demobilization was to begin on December 1 and should be completed by December 21, and thereafter S. A. T. C. came to mean to the men of the Unit "stick around till Christmas." The DePauw Unit, however, was demobilized in one day, on December 14, and in spite of President Grose's announcement that semester's credit would only be given to those who remained until December 21, numbers of the men left at once, so little were they interested in academic credit.

Fortunately, demobilization came at the beginning of the Christmas holidays, and by the time the students returned after the Christmas recess little trace of the hectic days of the S. A. T. C. remained. The college buildings had been re-

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<sup>10</sup> *The DePauw Daily*, October 23, 1917.



turned to their academic uses and the students were again back in their respective houses. A Reserve Officers' Training Corps (R. O. T. C.), however, was retained at DePauw and Captain Frazier remained as its director, though the rest of the S. A. T. C. officers departed with the Unit. In the first chapel exercises after the Christmas holidays, President Grose spoke on getting back to normal, and in his address he is quoted as saying, with evident relief in his voice, "We are through with this army way of talking and this army way of eating."

DePauw University was represented at the great Peace Conference at Versailles in the person of Viscount Sutemi Chinda, of the class of 1881, who headed the delegation representing the Imperial Government of Japan.

Four hundred and forty-eight sons of DePauw were in the military service during the course of the war, and of these, sixty-two saw action in France.

CHAPTER XIV  
THE EDWARD RECTOR SCHOLARSHIP  
FOUNDATION

WITHOUT doubt, the most distinctive feature of DePauw University today is the Edward Rector Scholarship Foundation. It represents also Mr. Rector's crowning gift.

The spirit which animated Mr. Rector in all that he did for DePauw University is well summarized in a paragraph of the address which he gave before the Board of Trustees in June, 1919, explaining what he desired the Foundation to become. He said:

I have been talking about my investments in DePauw, but they are not investments in DePauw University; they are investments in humanity, in the men and women who are to carry on the work of our country and of the world when you and I are gone.

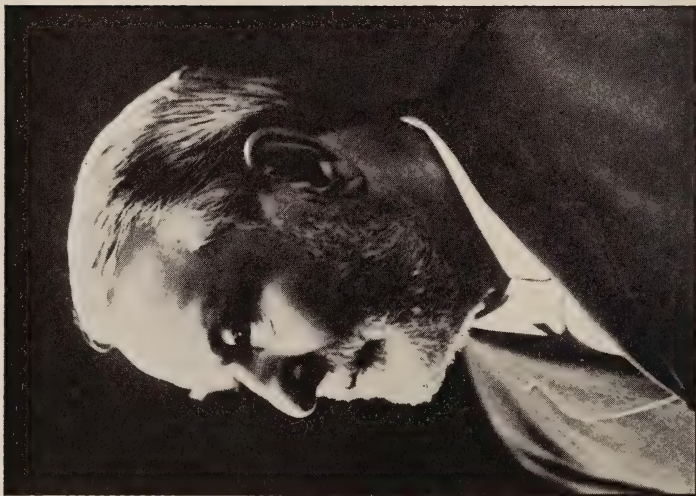
DePauw is merely the medium through which we may make such an investment for the future, which is altogether the most satisfactory and profitable investment I have ever made, and it is the thing of greatest interest in my life today. . . . DePauw is a peculiar institution—the more you do for her the more she does for you, and the greater your indebtedness and obligation to her become. My indebtedness and obligation to her were never so great as they are today.

It was at chapel exercises on April 30, 1919, that President Grose made the announcement that Mr. Edward Rector,<sup>1</sup> of Chicago, was willing to deposit enough money with DePauw University to provide four hundred scholarships in perpetuity. At the June meeting of the Board of Trustees, the gift was accepted, and a committee appointed consisting of President Grose, Edward Rector, Roy O. West, H. H. Hornbrook,

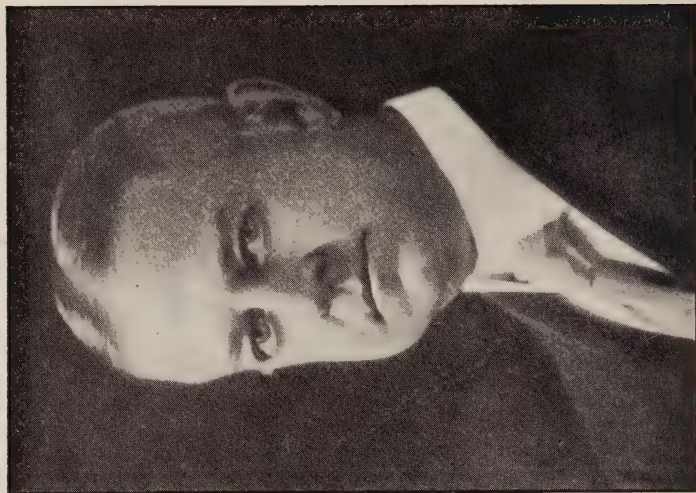
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<sup>1</sup>This is not the place for a detailed account of the life of Mr. Edward Rector. A brief, but excellent account of Mr. Rector's life and work has been prepared by Dr. George R. Grose and was published in 1928, under the title *Edward Rector: A Story of the Middle West*.





WASHINGTON C. DEPAUW



EDWARD RECTOR

BENEFACTORS OF DEPAUW



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and Henry B. Longden, to work out the details of the new scholarship foundation.

Mr. Rector's interest in DePauw University in its beginning had been due to his friendship for Mr. Roy O. West, the president of the Board of Trustees. In 1916, he had become a trustee, and from that time forward, DePauw University tended to become more and more his vocation and practicing patent law his avocation, as he himself so stated on a number of occasions. Mrs. Rector manifested an equal interest in all that was done for DePauw, and since they had no children of their own, they came to consider the whole student body as a part of their family, and the students as their children. No one ever more completely gave themselves with their munificent gifts than did Mr. and Mrs. Edward Rector.

The first meeting of the committee on the new Scholarship Foundation was held on July 25, 1919, and at this time it was decided that President Grose should be the president of the Committee and Professor H. B. Longden its secretary.<sup>2</sup> Immediately, announcements were made stating the conditions on which scholarships were to be granted, and prospective students were invited to submit their applications for scholarships for the following year.

Mr. Rector had made it very clear that his principal motive in establishing the Foundation was not charity. He was not primarily interested in helping indigent students, nor in increasing the attendance at DePauw, but primarily and always in encouraging high-grade scholarship in the high schools and at DePauw. He hoped to encourage young men

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<sup>2</sup> This chapter has been based on the following: *University Catalogues*, 1919-35; *DePauw University Bulletins*, 1919-30; *Bulletin*, December, 1925, devoted to Edward Rector; *History of the Rector Scholarship Foundation*; *Edward Rector Scholarship Foundation Report*, 1931-32; *DePauw Daily*, 1919-35; *Making Scholarship Popular*, by David E. Lilienthal, in the "American Review," May-June issue, 1926; Grose, G. R., *Edward Rector: A Story of the Middle West*, 1928; *Mirage*, 1920-34; Papers and Documents in the office of the Rector Scholarship Foundation; *A Unique Investment in Humanity*, by Pearl Brown; *Zion's Herald* (Boston, September 11, 1929); *Rector Record*.

to compete for the scholarships, and he hoped the scholarships would be considered an honor worth striving for, whether a young man was in need of financial assistance or not. The basis upon which the scholarships were to be assigned was that of character and scholarship, and, indeed, no inquiry was to be made as to the financial status of the applicant.

As it was necessary to make some decision as to the method of selecting scholars, it was agreed that, at least for a time, the following plan would be used: In a high-school class numbering from 100 to 150 the highest 12 would be eligible for scholarships; in a class of 70 to 100 the highest 10; from 40 to 70 the highest 8; 20 to 40, 5; from 8 to 10, 3; 8 or below, 2. In case no such honor student offered himself, the committee on appointments announced that they would be willing to consider the case of any young man whom the superintendent or principal was willing to recommend and who ranks in the high ten per cent of his class. The scholarships were to continue through the four years of the college course, provided the student's work was maintained at a satisfactory level. The scholarship covered not only the tuition, but all fees as well; thus as the tuition has been increased, the scholarship has been increased in value, and is now worth in dollars and cents, \$250 a year.

At first it was Mr. Rector's intention to limit the granting of scholarships to the state of Indiana, and from the beginning by far the largest proportion of the scholars have come from within the state. But, as the Scholarship Foundation became more widely known, applications began to be received from without the state, and it was wisely determined to throw open the scholarship privileges to young men throughout the world. In 1926-27, about ten per cent of the Rector Scholars came from outside Indiana; in 1931-32, twenty per cent came from outside the state.

The Scholarship Foundation further widened its grants, at the suggestion of Mr. Rector, by granting a scholarship to the student, either man or woman, who made the highest

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grade in the Freshman, Sophomore, and Junior years. This is the only way by which a woman student may acquire a Rector Scholarship. If such person already holds a scholarship, he is to receive \$100 in cash. A scholarship prize of \$100 was also to be given to the Senior who should attain the highest scholarship ranking. In the year 1922-23 it was announced that any Freshman, exclusive of Rector Scholars, who made forty or more points during his Freshman year and no "E's" or "F's" should receive a scholarship for the remainder of his college course, provided he maintains the required scholarship standing.

The first year of the Foundation there were 47 Rector Scholars, representing 32 Indiana counties; the second year there were 155; the third year, 242; the fourth year (1922-23), 319; in 1923-24, 411; in 1924-25, 475; 1925-26, 510; and in 1926-27, 536. The largest group of Rector Scholars to be on the campus at any one time was during the year 1932-33, when 700 were enrolled.

In connection with the Foundation, Mr. Rector established a loan fund for Foundation scholars, thus making it possible for ambitious young men, who could not otherwise secure a college education, to do so without engaging in more outside work than was good for them. There are now two kinds of loans: the short-time loan is limited to \$100 a year; the long-time loan may amount to as much as \$300 a year, and to secure it the student must furnish a bankable note with approved security. These were loans and not a gift, and a rate of interest was assessed, with the expectation that the loan should be repaid as soon after graduation as possible. Up to the close of the year 1926, \$43,572.50 had been loaned, and the sum of \$15,932.68 had been repaid. In 1932 there were \$30,000 loaned from both funds.

In 1929 it was determined by the Foundation Committee to establish six Rector Fellowships of \$1,200 each, to be granted each year to members of the Senior class who gave most promise of doing creative work in their chosen majors. In 1932 the number of Fellowships was increased to eight,

and the honorarium reduced to \$1,000. The candidates for these fellowships were required to give the nature of the problem they desired to investigate and also the university or locality where the students expected to do their work. The success attending these fellowship grants was particularly gratifying, most of the Fellows choosing to work in the larger universities of England, Germany, and the United States. Several have received the Ph.D. degree and other graduate degrees. From 1929 to 1932, 28 Fellows had been appointed.

An appraisal of the results of the operation of the Rector Scholarship Foundation after an experience of twelve years was made by the director in 1932, in which he states that not only had all the legitimate hopes and expectations as to encouragement of scholarship in the high schools been fulfilled, but that it had exerted a most salutary influence on the scholarship of the campus. In the high schools it has furnished a constant incentive for ambitious students to do their best work from the very beginning of their course, and it has brought the name of DePauw University in a most emphatic way before the high schools, not only in the state of Indiana but throughout the country.

The policy of permitting students from everywhere to apply for Rector scholarships has been abundantly justified by the results. At the present time Rector scholars come from all over the world, from Vermont to New Mexico, and from Korea, Japan, and Canada. In a recent year Massachusetts had six Rector scholars, so that the Foundation has tended to make DePauw known nationally and even internationally.<sup>3</sup>

Since the scholarships are granted only to men, it naturally has greatly increased the number of men at DePauw University. In 1917-18, the year immediately before the organization of the Foundation, only 34.4 per cent of the student

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<sup>3</sup> For a recent appraisal of the Rector Scholarship Foundation, see Payne, Fernandus, and Spieth, Evelyn W., *An Open Letter to College Teachers*, Bloomington, Ind., 1935, pp. 246-250.



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body were men; in 1930-31 63 per cent were men, and in that year 37 more men than women were graduated. In 1918 just the opposite had been true.

There are a number of indications that the Scholarship Foundation has been an influential factor in raising the average of scholarship on the campus. Before the establishment of the Foundation the women generally outranked the men in academic standing. The majority of those elected to Phi Beta Kappa year after year were women. Even as late as 1921 there were 12 women and 2 men elected; in 1925, of the 32 elected to Phi Beta Kappa, 20 were men and Rector Scholars; in 1929, of the 24 elected, 16 were men. Other factors have doubtless entered into this rapid change for the better in the scholarship complexion of the DePauw campus, such as the adoption of the point system and the general trend upward in college standards throughout the country, but there can be no doubt that the Rector Scholarship Foundation has been one of the chief factors, if not the principal one.

The question might well be asked, why should the Foundation scholarships be limited to men in a coeducational institution. We will let Mr. Rector answer that question:

In view of the fact that the young women at DePauw largely outnumber the young men, and the further fact that our accommodations for young women are already overtaxed, these scholarships will have to be limited for the present and perhaps permanently to young men. It is with some reluctance that I have reached this conclusion, for I should have been glad to have had them awarded on the basis of scholarship alone, in free competition between boys and girls of the various high schools, but for the reasons mentioned this does not seem feasible, and I am satisfied that the conclusion which has been reached is a sound one. It will tend to re-establish an approximate equality in the number of men and women students at the university, while at the same time raise the standard of scholarship.

Mr. and Mrs. Rector, from the beginning, took the greatest interest in the Rector Scholars, and on the wall of Mr.

Rector's busy office on Michigan Avenue in Chicago, hung a map of the world, upon which was indicated every location from which a Rector Scholar had come. Mr. Rector's enthusiasm for the Foundation grew rapidly and came finally to entirely possess him. Nothing else interested him so much, and the protection of the Foundation's endowment was his most consuming business interest. At his sudden death on August 1, 1925, it was found that with the exception of the provision for Mrs. Rector and some special gifts to relatives and friends, he had left his fortune to the Scholarship Foundation. The amount of Mr. Rector's gifts to the Foundation have amounted to approximately two and one-quarter millions of dollars, and his total gifts to DePauw have totaled three and one-half millions of dollars.

In 1934, Professor H. B. Longden, who had been the director of the Foundation since its establishment, became emeritus, and was succeeded to that position by Mr. G. Herbert Smith, of the class of 1927. Mr. Smith had been brought to DePauw two years previously as dean of Freshmen men, having had the interesting experience of working with Dean Thomas Arkle Clark of the University of Illinois for a number of years in the capacity as an assistant dean of men.

Since 1932, some changes in the administration have been necessitated by the circumstances which have arisen. As in the case of most endowments, income from investments has been reduced, and some of the activities of the Foundation have had to be temporarily abandoned. The Rector Graduate Fellowships have not been awarded for the past three years, and the number of Scholars on the DePauw campus has been reduced, but not beyond the point where the effectiveness of the Foundation has been injured. Mr. Rector's ambition was to have one hundred Rector Scholars in each class. It is the present plan to keep the number of Scholars up to this figure.

While the number of scholarships has been reduced, the number of applications has been increasing. Obviously, the Foundation can no longer assure a recognized high school

that a candidate ranking in the high ten per cent of the class will receive a scholarship. Candidacy is still limited to those in the high ten per cent of the class, but in addition the candidate must be outstanding in qualities of character, leadership, and personality. Qualities of leadership are judged by the position which the young man has held in his community and in the extra-curricular activities of his high school. The personality ranking is determined by the reaction of the candidate's friends and, when possible, by a personal interview with the director of the Rector Scholarship Foundation.

In more recent years several other scholarship and fellowship funds have been established. The most important of these are the Albert J. Beveridge Fellowship, for which Mrs. Catherine Beveridge established an endowment of \$25,000, to be granted to DePauw graduates for further study in American history; the Gilmore Scholarship Fund of \$25,000 established by Mr. and Mrs. Frank Gilmore of Greencastle to help deserving young women students; the Shaffer-Beveridge Scholarship Fund of \$5,000 given by Mr. John C. Shaffer, of Chicago, in memory of his friend Albert J. Beveridge; the Myron B. Reynolds Scholarship Fund of \$5,000, and the John Wesley Duncan Fund for the assistance of students interested in the ministry and missionary work.

## CHAPTER XV

### DEPAUW UNIVERSITY AT HIGH TIDE

MANY of the older colleges and universities in the United States have been handicapped, at least as far as their campuses are concerned, by the fact that the founding fathers failed to visualize the extent to which the physical plants would expand in the years to come. The growth of Harvard and Yale from small colleges with a few plain brick buildings in their respective "Yards" with a mere handful of students, into great universities, with more than a hundred buildings each, and with their vast laboratories and libraries, scattered about in the sprawling towns of Cambridge and New Haven, are examples of such a handicap. The contrast of the campuses of these older universities with those of some of the newer institutions, such as Cornell, Leland Stanford, or Chicago, is especially noticeable. Some of the older colleges have moved from their original locations to new campuses, and such a move was contemplated for DePauw University on several different occasions, but, fortunately or unfortunately, the move was never made. Hence the DePauw of today in its outward appearance testifies to the fact that it is an old college, with streets running through its campus, and with its buildings greatly scattered.

In 1912 the campus was divided into six parts, as follows: on West Campus was located West College, the first building as it had been rebuilt after the great fire in 1879, which housed the Academy on the upper floors and the gymnasium on the lower floor. Here also was located Middle College, in which were the departments of English and Biology with the Biological laboratories and library. On Center Campus, containing eight and a half acres, were located East College and Minshall Laboratory, while across the narrow street to the north was the relatively new Library. Woman's Hall with the Music Hall and the old President Simpson residence



which housed the Art School were on East Campus. Two blocks south on College Avenue was South Campus which then contained Florence Hall, now used as a Men's Dormitory, and Larrabee House, called Rosabower, the name given it by Professor Larrabee in honor of his little daughter.<sup>1</sup> The athletic park, known as McKeen Field, consisting of some four acres, was just beyond the city limits, west on Hanna Street, while in University Park, consisting of seventeen acres, in the northeast section of the town, was the McKim Observatory and the residence of Professor W. V. Brown, the director of the observatory. On East Seminary Street, not far from the observatory, was the Towers, the president's residence.

The problem of finding a successor to President McConnell was quickly solved by the trustees,<sup>2</sup> for at their meeting in Indianapolis on September 2, 1912, it was voted to offer the presidency to Dr. George Richmond Grose, at that time pastor of Grace Methodist Episcopal Church in Baltimore. Like the two preceding presidents, Doctor Grose was a graduate of Ohio Wesleyan University (1894), and of Boston University School of Theology (1896). He was a native of West Virginia, and at the time he assumed the presidency of DePauw was forty-three years of age. He had joined the New England Conference on his graduation from Boston, and previous to his Baltimore pastorate at Grace Church, had served pastorates at Cherry Valley, First Church, Jamaica Plain; First Church, Newton; and First Church, Lynn—all in Massachusetts. Mrs. Grose, formerly Lucy Dickerson, was also a member of the class of 1894 at Ohio Wesleyan.

The new president made his first official appearance on

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<sup>1</sup> See *Rosabower*, by W. C. Larrabee, 1854. This is a volume made up of articles previously published in the *Ladies' Repository*, of which Doctor Larrabee was the editor for a short time. The first essay is a description of his home in Greencastle.

<sup>2</sup> The committee of the Board of Trustees for the selection of the president were Bishop E. H. Hughes, Chesteen W. Smith, N. T. DePauw, C. E. Bacon, W. H. Latta, C. E. J. McFarlan, George F. Keiper, Ira B. Blackstock, William E. Carpenter, and George W. Sweitzer (*Minutes of Board of Trustees*, June 10, 1912).

the campus when, on October 20, he gave the address at the regular university monthly service. His inauguration, however, did not occur until the following April. This occasion was unique in the history of the college in that four former presidents were present to take part in the installation. Sixty-one other institutions of learning sent representatives, while the chairman of the day was Hon. Charles W. Fairbanks, former Vice-President of the United States, and a member of the Board of Trustees. Mr. Hugh Dougherty, president of the Board of Trustees, presented the charter and keys of the university to the incoming president, who received them with these words:

I accept these symbols of the responsible trust which you this day place in my hands. I pledge all my strength and constant endeavor to serve the interests and keep alive the high ideals and noble traditions of this institution of learning. God help me.

This ceremony was followed by the presidential address on the subject, "The Task of Modern Education." The three prime tasks, Doctor Grose thought, were: first, to train men and women for intellectual efficiency; the second was to relate culture to life; while the third was to dominate all culture with a moral earnestness and spiritual passion.<sup>3</sup>

No administration in the history of DePauw University ever began more auspiciously than did that of President Grose, and no administration ever more completely fulfilled the expectations entertained at its beginning. The next twenty-five years were to witness the greatest expansion in the history of the university. This expansion was not entirely due, of course, to President Grose, or to the next two administrations, for solid foundation work had already been laid in three previous administrations, while the country as a whole was entering upon a period of economic prosperity, accompanied by a rising passion for education, which doubled, and in some cases quadrupled the attendance of

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<sup>3</sup> *Bulletin of DePauw University*, August, 1913, pp. 16-29.





FRANCIS J. MCCONNELL



GEORGE R. GROSE  
PRESIDENTS OF DEPAUW  
1909-1928



LEMUEL H. MURLIN



many of the colleges and universities throughout the country, while endowments and educational facilities were increased on a scale hitherto unknown.

The first educational problem attacked by the new administration was that of assembling the books from the several departmental libraries, which before the completion of the new library building, had been housed at various places on the campus. In gathering the several departmental libraries under one roof, special rooms were allotted to those special collections which had been endowed, while all the others were placed in the general stacks. The system of departmental libraries had been in vogue for some twenty years, which had led to much duplication in the purchase of books, and the use of rooms needed for seminars and offices. In June, 1913, the trustees had appointed Professor F. C. Tilden to the professorship of comparative literature and librarian, and a definite plan for library development was soon under way. The number of books in the Library at this period was estimated 40,288, besides several thousand pamphlets.<sup>4</sup>

In 1914 the Academy, which had been an important part of the university since its establishment, was discontinued. In the early days, preparatory departments were essential parts of every liberal-arts college, especially in the Middle West. High schools, as we know them today, were nonexistent, and those who desired a college education must either attend one of the numerous private academies, or the preparatory school of a college. Throughout the eighties and the early nineties, the Indiana Asbury-DePauw preparatory school was at its height, with an average attendance of about four hundred, while no single member of the faculty during these years exercised a larger influence than Thomas J. Bassett of the class of 1875, who was principal of the Preparatory School from 1884 to 1897. Beginning in 1894, however, the enrollment rapidly declined, due to the increasing number and efficiency of the high schools throughout Indiana

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<sup>4</sup>For a statement as to the Library situation at this time see *The Alumni News Letter*, January, 1914, pp. 5, 6.

and adjoining states. An attempt was made to put new life into the preparatory school by a complete reorganization in 1898, when it became known as the Academy of DePauw University and the curriculum was much extended. The coming of Rufus Bernard von KleinSmid to the principalship in 1906 brought a slight increase in the enrollment, but it did not prove permanent, and in 1911-12 it had fallen below the one-hundred mark. It was this situation which led the trustees, in the above year, to recommend its discontinuance.

In his report to the trustees in June, 1913, President Grose set forth what he considered the immediate needs of the university. The first and most urgent need was for increased endowment so that at least two or three additional professorships might be established, which would increase the efficiency of instruction by decreasing the number of students under each instructor. On the material side he urged the immediate overhauling of the lighting and heating system and the erection of a well-equipped gymnasium, which would not only provide for a more adequate program of physical training and athletics, but a suitable assembly hall for public exercises. A third need mentioned was that of an organ for the chapel in order to add to the effectiveness of the chapel services.<sup>5</sup> All of these needs were to be most fully met within the next few years.

By the year 1922, seven new endowed professorships had been established as follows: the James Whitcomb Riley professorship of English Literature; the Simison professorship of Latin; the Bridges professorship of Romance Languages; the Martin V. Beiger professorship of English Bible; the Cline professorship of Religious Education; the John P. D. John professorship of Mathematics, and the John Clark Ridpath professorship of History.<sup>6</sup> In 1912 there were 39 members of the faculty, 14 of whom were full professors,

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<sup>5</sup> *President's Report to the Trustees*, June, 1913.

<sup>6</sup> *Minutes of the Board of Trustees and Visitors*, January 29, 1917; January 31, 1919; January 20, 1922. *DePauw University Bulletin*, May, 1919.

and 1 associate professor; by 1924 the faculty numbered 62 members, 24 of whom held full professorial rank, with 7 associate and 9 assistant professors. A new department of Home Economics was added in 1917, and the number of courses offered in the other departments were extended year by year.

President Grose held firmly to the ideal that the real strength of a university lay in its faculty, and he early adopted a generous policy in reference to increasing faculty salaries and faculty promotions, and throughout the twelve years of his administration there were annual increases in faculty salaries. This policy was successful in building up faculty morale to such an extent that only two full professors left to accept other positions during his administration, though several received invitations to other institutions. The total salary budget in 1912-13 was \$59,160;<sup>7</sup> in 1922, just ten years later, it had increased to \$159,415. During that ten-year period the president's salary grew from \$4,000 to \$6,500, while maximum faculty salaries were increased from \$1,800 in 1912 to \$3,000 in 1922.

Faculty personnel during the course of the next dozen years underwent numerous and rapid changes, due to the steady increase in the student body. In the Department of Biology, Professor Banker gave place to Professor W. N. Hess, who came as an acting professor in 1918 and the following year was raised to full professorial rank. Two years later, T. H. Yuncker came as an assistant professor and was advanced to a full professorship in 1922. Both men were thoroughly trained for their work, Professor Hess having his doctorate from Cornell University and Professor Yunker from the University of Nebraska. When Professor Hess resigned in 1927 to accept a professorship at Hamilton College, the Department of Biology was divided into the Department of Botany and Zoology, with Professor Yuncker at the head of the former, and Professor Harrison Grave was brought

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<sup>7</sup> *Minutes of the Joint Board of Trustees and Visitors*, June 10, 1912; *Semi-Annual Report of the President*, June 20, 1920.

from Wabash College to head the Department of Zoology. Both are now strong departments, each with a thoroughly trained staff. At the beginning of President Grose's administration, Professor Blanchard was conducting the Chemistry Department with one assistant; four years later two assistants were employed besides student assistants, while in 1921, Mr. Hufferd came as an assistant professor and two years later was advanced to an associate professorship and later to full professorial rank.

Up to this time there had been no separate department of Economics, but in 1913 Dr. Frank H. Straightoff, a graduate of Wesleyan University with a doctorate from Columbia, came as an assistant professor of economics and was soon advanced to a full professorship. In 1920 he resigned and the well-known economist, Frank Tracy Carleton, came as head of the department, and two years later, Dr. W. R. Sherman was added as an assistant professor. The following year Doctor Rohback, dean of the Indianapolis Law School, was brought in to give courses in business law. The Department of Economics grew very rapidly under Professor Carleton's headship and was soon attracting large numbers of students to its courses. In 1927 Professor Carleton accepted a professorship in the Case School of Applied Science and after several interim incumbents, Professor H. L. Jome came in 1931, from a professorship at Denison University, to the headship of the DePauw Economics Department.

There were several changes in the Department of Education during these years, due in large part to the increasing requirements of the State Board of Education that teachers must have certain courses in education and psychology in order to obtain teachers' licenses in the state. In 1914, Professor Von KleinSmid resigned to become president of the University of Arizona and after a series of temporary adjustments in the two Departments of Education and Psychology, Professor Beyl came from Franklin College in 1921 to be the head of the combined department. After ten years'



service, Professor Beyl was retired and was succeeded by Dr. F. D. Brooks in 1930, who was called from an associate professorship at Johns Hopkins to head both the Departments of Education and Psychology.

Professor Barnes of the Department of English Composition resigned in 1917 to accept a part-time lectureship at the University of Chicago, and in the autumn of that year, Professor Raymond W. Pence came from an assistant professorship in English at Denison University to the head of the Department of English Composition at DePauw. Under Professor Barnes, large emphasis had been placed upon advertising and business writing courses; under its new head the department, while giving no less attention to business writing, laid greater emphasis upon training students in imaginative composition and in an appreciation of "fine" writing. In order to encourage students along this line, the *DePauw Magazine* was established in 1919 under faculty direction and has been carried on since that date, furnishing students as well as the faculty a fine medium of expression.<sup>8</sup> While occupied with the headship of a large and growing department, Professor Pence found time to prepare two notable texts. The first, *The Mechanics of Writing*, appeared in 1920, and a second, *College Composition*, appeared in 1929. He has also made his own as well as DePauw's name widely known among English teachers, through his editorship of several volumes of modern *Essays*, *Short Stories*, and *Dramas*. In more recent years two men in the department have been advanced to full professorships, Lloyd B. Gale and Jerome C. Hixson.

Until the coming of Professor Edwin B. Nichols to the headship of the Department of Romance Languages in 1914, that department had been one of the smallest in the university, and had been confined entirely to the teaching of French. The adding of Spanish courses with the coming of

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<sup>8</sup> For the facts concerning the establishment of *The DePauw Magazine* see *Minutes of Faculty Meeting*, May 20, 1919; May 27, 1919; *DePauw Bulletin*, December, 1919. For a full list of the publications of Professor Pence see *Who's Who in America*, 1934-35.

Professor Nichols raised Romance Languages to a position of much larger significance, and it was soon one of the largest departments in the university. After his graduation from Wesleyan University in 1894, Professor Nichols had taken his Master's degree at Harvard, following two years in foreign study in France and Germany. Previous to his coming to DePauw, he had served as professor of Romance Languages at the University of Maine, in the University of Cincinnati, and at Kenyon College. With the rapid growth of the student body, together with the increased popularity of the Romance Languages, it became necessary to add new instructors year by year, and by 1924, besides Professor Nichols, there were three assistant professors, and four instructors. When Professor Nichols became *emeritus* in 1935 Professor Evans was advanced to the headship of the department.

The same year which saw the beginning of the rapid expansion of the Romance Languages brought also a change in the Department of Greek. Ill health had compelled Professor William F. Swahlen to relinquish his teaching in the spring of 1914, and after a temporary instructor had filled out the year, Professor Rufus Town Stephenson came the next autumn as the new professor of Greek. A graduate of Drury College with an M. A. from Yale University and a Ph.D. from Leland Stanford Junior University, he came to DePauw from a professorship at the College of the Pacific. His contagious enthusiasm for the Greek language and Greek culture, together with his introduction of courses in the Greek New Testament and his lectures in the History of Art, served to put new life in the department and enrollment in his courses increased in the face of the general decline of interest in Greek studies throughout the country.

Professor Swahlen did not long survive his retirement from teaching and his death occurred January 18, 1915.

The first quarter of the twentieth century was a period of growing interest in the social sciences throughout the educational institutions of the country. This interest was reflected at DePauw in the rapid expansion of the Departments

of Economics, Sociology, Political Science, History, and Philosophy. The rapid rise of economics to the place of importance in the curriculum has already been noted. A professorship of sociology had been established in 1908 to which Cecil C. North, who had just received his doctorate in that field at the University of Chicago, was called. On Doctor North's resignation to accept a professorship at Ohio State University in 1916, Professor William M. Hudson, a graduate of Baker University with a Master's degree from Yale University, came from an assistant professorship at Clark College to fill the vacant chair. Professor Hudson remained at DePauw, with the exception of one year's interim, until 1927, and was succeeded by the present incumbent, Dr. Lester M. Jones.

While we do not think of history as a new subject in the college curriculum, as a matter of fact, professors of history in American colleges were uncommon until well toward the close of the nineteenth century. The first real professor of history at DePauw was Dr. Andrew Stephenson, whose coming to the faculty we have already noted. He resigned his professorship in the spring of 1913, and in the autumn of that year Dr. William Warren Sweet came from an associate professorship at Ohio Wesleyan to the professorship of history at DePauw. At that time he constituted the entire history faculty. Fourteen years later, when he resigned to accept a professorship at the University of Chicago, the history faculty at DePauw consisted of four full professors, one associate professor, and two instructors. In 1915, Dean Katherine S. Alvord came to DePauw as dean of Women and assistant professor of history, and was later advanced to an associate professorship, and in 1924 to a professorship; Dr. William Wallace Carson came in 1916, dividing his time between political science and history, and on the retirement of Colonel Weaver, became the chairman of the Department of Political Science, but continued to hold his professorship in American history. Dr. George B. Manhart came as an instructor in history in 1919 and has since been advanced

through the various grades to the professorship of European history. Doctor Manhart holds a Master's degree from the University of Wisconsin and a doctorate from the University of Pennsylvania. Professor A. W. Crandall came as instructor in 1921, and has likewise been advanced through the several faculty grades to a full professorship of American history. Dr. C. G. Pierson, a graduate of DePauw in the class of 1922, returned to DePauw as an instructor in 1925, and since receiving his doctorate at the University of Wisconsin has been advanced to an associate professorship. Since 1927, Professor Carson has been the head of both Departments of History and Political Science, though the departments have been maintained as separate units. Political science has now, besides Professor Carson, two full professors and an assistant professor; Professor Harold Zink, with a doctorate from Harvard, came in 1925; Professor William Voltmer, with a doctorate from the University of Iowa, came in 1926; and Assistant Professor Hiram M. Stout, of the class of 1927, also with a doctorate from Harvard University, was added to the department in 1932.

Professor William Grant Seaman resigned the professorship of philosophy in 1912 to accept the presidency of Dakota Wesleyan University, and after an interim of a year, President Grose selected Dr. Lisgar R. Eckardt for that position. Doctor Eckardt was a graduate of Victoria College of Toronto University, with a doctorate in Philosophy from Boston University, and had likewise studied at the University of Berlin. He came to DePauw from the chair of theology at the Iliff School of Theology in Denver. Immediately the Department of Philosophy took on new life and the study of philosophy became one of the most popular subjects on the campus. Besides the usual courses offered in such departments, Doctor Eckardt added courses in modern philosophical problems, which introduced the students to the new trends in modern thinking. For a number of years (1914-1926) Professor Eckardt, besides his professorship, was also dean of Freshmen, which position was eliminated in 1926



with the appointment of the present dean of Men. By 1926 the Department of Philosophy had grown to such an extent that it became necessary to add a second professor to the department, and in that year Professor Carroll D. Hildebrand came from the University of Denver to an assistant professorship. He has since been advanced to a full professorship.

Professor Caldwell remained at the head of the Department of English Literature, throughout these years, and, indeed, until his death in 1933. This department, however, was strengthened in 1922 by the addition of Dr. Lilian B. Brownfield, who came as an assistant professor of English literature, and has since been advanced to a professorship. In 1926, Mr. Jarvis C. Davis, of the class of 1925, was brought in as an instructor and has since been advanced to an assistant professorship. On the death of Professor Caldwell, the Department of English Literature was merged with that of English Composition, to form the Department of English.

In the Department of Mathematics, Dr. W. V. Brown continued to function most effectively as head of the department, but the number of students had so increased by 1921 that an additional instructor was necessary, and Mr. H. E. H. Greenleaf, a graduate of Boston University, came as an assistant professor. Mr. Greenleaf later secured his doctorate from Indiana University and has been advanced to full professorial rank. Later (1923) Mr. William Clark Arnold, of the class of 1920, was added to the instructional staff of the department and has since been appointed an assistant professor. In 1930 Dr. William E. Edington was brought from a Purdue University professorship to the chairmanship of the department. In physics, Professor Naylor continued active until his retirement in 1925, when Professor O. H. Smith was called from a successful professorship at Cornell College to succeed him. In 1930, Dr. G. W. Giddings came to the department and has since attained the rank of associate professor.

Another department which showed marked growth during these years was that of public speaking, later known as the Department of Speech. We have already noted the coming of

Professor H. B. Gough to that department. He was particularly successful in training debaters, and with the rise of interest in dramatics throughout the American colleges, turned his attention to that phase of his work. A dramatic society was formed in 1914 known as Duzer Du, under semi-faculty control, which has served to encourage the presentation of dramatic performances on the campus, and has been influential in securing the model little theater which DePauw now possesses. The department in 1935 had a staff of four instructors, which included besides Professor Gough, Associate Professors Robert E. Williams, Harold T. Ross, and Assistant Professor Lucille Calvert. On Professor Gough's retirement in 1936, the Department of Speech was merged with the Department of English.

Dean Edwin Post served throughout these years as head of the Department of Latin and dean of the college. In 1907, Miss Dade B. Shearer was added to the department as an instructor, and, like many others in the DePauw faculty, was advanced through the several grades to a professorship, and since the death of Dean Post in 1932, has been head of the department. In 1923, Miss Ruth E. Robertson, of the class of 1920, joined the faculty as instructor of Latin and continued in the department until 1935.

Professor H. B. Longden functioned with effectiveness in his old capacity as professor of German and head of the department, and on retirement of Vice-President Gobin, was chosen to fill that position in addition to his departmental duties. In the latter position, Doctor Longden exercised a growing influence on the management and general policy of the university. No instructor in the university maintained a more enviable reputation as an effective and thorough teacher than did Miss Minna Kern. She came to DePauw as an instructor of German in 1895, was raised to an assistant professorship in 1905, to an associate professorship in 1906, and later to a full professorship. On Professor Longden's retirement Professor Gerhard Baerg, who had come to DePauw in 1931 from Wesleyan University as Professor of Ger-

man, was advanced to the chairmanship of the department.

Besides the greatly increased staff of instructors made necessary by the growing student body, three new departments were created during these years of rapid expansion. We have already noted the establishment of the Department of Domestic Science. For some reason DePauw University had neglected the study of geology and for many years no courses in that important science had been offered. In 1921, Ernest Rice Smith, a graduate of Oberlin College, and with an M. A. from the same institution, was called to be the first professor of geology. Suitable rooms were fitted up in the old West College for laboratories, and class instruction began in the autumn of that year.

To the new professorship of religious education created by the generosity of Mr. A. B. Cline in memory of his son, Ner Cline, who met a tragic death while a student at DePauw, Professor Edward R. Bartlett, a graduate of Iowa Wesleyan and Boston University, was called in 1923. In 1919, Dr. Walter E. Bundy came to the professorship of English Bible, after several years' study at the University of Basel and an interesting experience as vice-consul in that city during the World War. A graduate of DePauw with a doctorate from Boston University, Doctor Bundy, besides carrying the heavy teaching load of his department, has found time to publish several notable volumes.

Professor Tilden served as librarian as well as professor of comparative literature from 1913 to 1930. In the latter year he relinquished the library post and has since devoted his entire time to his professorship. In the latter year a new librarian was secured in the person of Mrs. Vera S. Cooper, a graduate of DePauw and the Library School of the University of Michigan.

These years saw the passing of two of DePauw University's most faithful servants, neither one of whom, however, had ever occupied commanding positions, but both had, through the years, rendered a type of service for which many generations of students received benefit. I refer to Wilbur T.

Ayers and Joseph T. Dobell. Both were graduates of DePauw University, Mr. Dobell in the class of 1874 and Mr. Ayres in 1886. Both became instructors in the DePauw Academy, the former coming in 1901, the latter in 1884. Besides his teaching in the Academy, Mr. Dobell also assumed the work of the Registrar's Office, and for more than twenty years carried on the exacting work of that office almost single handed.

These years also witnessed numerous changes in the Board of Trustees, some of them caused by the death of members who had rendered many years of effective service. In 1914, Mr. Roy O. West, of the class of 1890, became a member of the board for the first time; two years later Mr. Edward Rector, of Chicago, and Mr. A. B. Cline, of Bluffton, Indiana, were added and the following year, 1917, Messrs. Charles, Studebaker, Campbell, and Hall. In 1918, Fred Hoke, of Indianapolis, and D. P. Simison, of Romney, Indiana, accepted membership on the board, and in 1919, Mr. Charles H. Barnaby, of Greencastle, began his useful term of service. The years 1922 and 1923 brought two of the younger alumni to membership on the board in the persons of Charles W. Jewett, '07, of Indianapolis, and Ralph W. Gwinn, '06, of New York, and in more recent years, K. C. Hogate, '18, F. E. Fribley, '11, H. B. Hartsock, '11, J. H. Iglehart, '02, H. C. Sheperd, '16, J. W. McFall, '04, and Le Grand Cannon, '27.

The series of notable gifts which came to the university in President Grose's administration began in 1914 with the presentation of the organ in Meharry Hall by Mrs. B. D. Caldwell, of Orange, New Jersey, the daughter of a former president, Bishop Thomas Bowman. A few weeks after Bishop Bowman's death (March 13, 1914) Mrs. Caldwell had notified President Grose that she intended to honor the memory of her father by presenting an organ for the university chapel. The following summer and autumn the beautiful new organ, built by the Casavant Brothers, of South Haven, Michigan, was installed and was dedicated



with proper ceremonies December 19, Vice-President Gobin delivering the address at the donor's request.<sup>9</sup>

With the placing of the organ in Meharry Hall, it was felt that it was no longer appropriate to stage student dramatic and other such functions there. Accordingly, it was suggested that an auditorium with a permanent stage be fitted up in the old West College building. This soon materialized in what was popularly known as the "Little Theater," which was ready for the first play on January 22, 1915.<sup>10</sup>

The next notable addition to the buildings of the university was the Bowman Memorial Gymnasium, the cornerstone of which was laid on Alumni Day of Commencement week, 1915, and the work completed and the building dedicated March 8, 1916. This noble building was the result of long agitation and faithful work on the part of alumni, students, trustees, and the president, together with the generous gift by Mr. and Mrs. B. D. Caldwell, who, in addition to the gift of the organ, promised \$10,000 to the new building. For this reason the trustees voted to name the new student building "The Thomas Bowman Memorial." The movement for such a building had begun in 1910, when the graduating class of that year had subscribed \$1,500 for a gymnasium. In January, 1913, the trustees voted to raise a fund of \$100,000 to erect a suitable gymnasium and a committee was appointed to organize the campaign. By June of that year the pledges and funds on hand amounted to \$50,000 and with the Bowman gift, the campaign was soon pushed to a successful conclusion.<sup>11</sup>

The building committee consisted of C. H. Barnaby, chairman, Roy O. West, William H. Adams, H. H. Hornbrook, H. B. Longden, Guernsey Van Riper, and Charles W. Jewett, and the work was carried on with care and dispatch. The building was so constructed that it might serve not only

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<sup>9</sup> *DePauw University Bulletin: Organ Number*, December, 1914.

<sup>10</sup> *DePauw University Bulletin*, January, 1915.

<sup>11</sup> *DePauw University Bulletin: Alumni News Letter*, April, 1914; 1915. *Report of the Board of Trustees*, June, 1914; June, 1915.

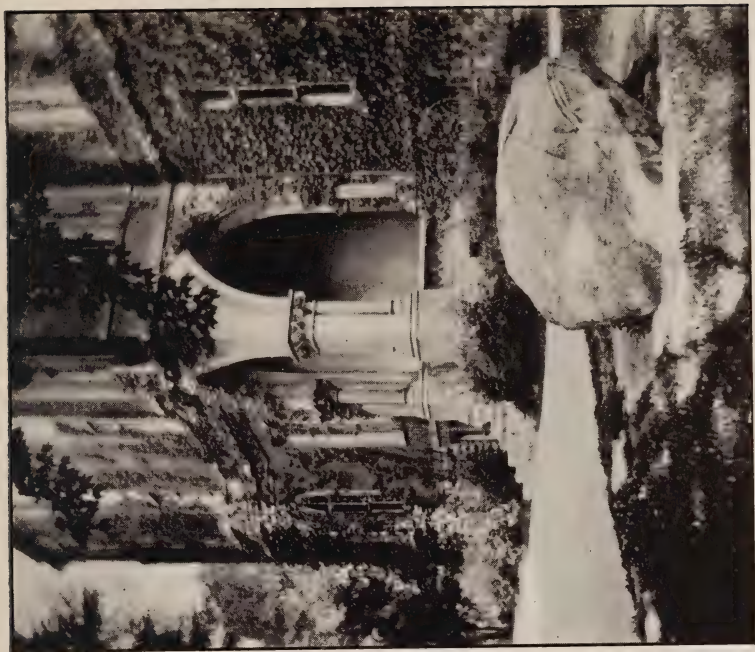
as a gymnasium, but also a student social center. The main gymnasium floor is 160 by 80 feet; on the basement floor is a large and beautifully appointed swimming pool, with the usual locker, and shower, and dressing rooms, while offices for the physical and athletic directors and managers were placed on the second floor. The dedication of the building was a great occasion in the life of the university, when addresses were made by ex-Vice-President Charles W. Fairbanks; Governor Ralston, of Indiana; President W. O. Thompson, of the Ohio State University, and Bishop William F. McDowell. When completed, the total cost of the building with its equipment was \$127,178.52.

No single name in connection with DePauw University has larger significance than that of Edward Rector. His first investment in DePauw was a generous subscription to the building fund for the gymnasium. This was soon followed by his establishment of a Students' Aid Fund, for the assistance of worthy and needy students. His third investment was Rector Hall. Mr. Rector's original gift for this building was \$100,000, later, \$65,000 was added to provide for finishing and furnishing. The dedication of this beautiful dormitory for women, erected on the site of the old Simpson Art Hall, occurred October 16, 1917. The building was appropriately named in honor of Isaac Rector, the father of Mr. Edward Rector, who served a term as a member of the Board of Trustees during the years when women were first admitted as students of the university.<sup>12</sup>

While construction was progressing on Rector Hall, another building was under way a block farther north on Locust Street. This, the Clement Studebaker Memorial Administration Building, was made possible by the joint gift of \$50,000 by Clement Studebaker, Jr., Colonel George Studebaker, and Mrs. Charles Studebaker Carlisle, in honor of their father and mother. Later the donors added \$8,000 to their original gift in order to complete the building ac-

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<sup>12</sup> *Greencastle Daily Banner*, October 16, 1917; *Report of the President*, June, 1917; *Ibid.*, June, 1918.



EAST COLLEGE



STUDEBAKER MEMORIAL ADMINISTRATION BUILDING





according to their plans. With the dedication of this building, June 5, 1918, DePauw University was in possession of an administration building well appointed for its purposes as well as beautiful in every detail. Mr. Clement Studebaker also gave \$1,000 to employ a landscape architect, who prepared comprehensive plans for the development of the campus, and the location of future buildings.<sup>13</sup>

With the erection of Rector Hall, it became imperative that the old Woman's Hall, now renamed Mansfield Hall, be renovated. This was done at a cost of some \$25,000, a good share of which was contributed by Mr. Rector. "Rosa-bower," formerly used as an infirmary, was also fitted up as a men's dormitory, and this year (1918) Florence Hall became once more a men's dormitory.

The notable gift of Mr. and Mrs. Ira B. Blackstock, of Blackstock Athletic Field, has already been noticed in the story of DePauw athletics. Mr. Blackstock had been a trustee since 1907, and Blackstock Field is an appropriate memorial of one who gave nearly thirty years of loyal service to his Alma Mater. Work on the new field began in the spring of 1921, and it was far enough completed to permit football practice in the fall of 1922. Since that time the field has been further extended, and a small but well-equipped field house has been constructed.

Perhaps no single achievement of the Grose administration was more important than the raising of an additional million dollars for endowment. To this fund the General Education Board subscribed \$250,000 on condition that the remainder be secured in *bona fide* subscriptions by January 1, 1924. The entire sum was raised by December 31, 1923, a little more than a year from the time the campaign for funds opened. The students contributed \$28,563, and the faculty and trustees subscribed with equal generosity.

Another financial undertaking of these years was the attempt to secure an adequate fund for retiring teachers. Such

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<sup>13</sup> *DePauw University Bulletin: Alumni News Letter*, December, 1916; *Report of the President of the Board of Trustees*, June, 1917.

a fund was proposed by Colonel Carlisle at the meeting of the Board of Trustees in June, 1918.<sup>14</sup> It was proposed to raise \$100,000, and this sum was soon subscribed, Colonel Carlisle starting the subscription with \$500, the largest single contribution being that of Mr. Rector for \$10,000. Later, Mr. Rector provided in his will for an additional \$100,000.

In November, 1921, President Grose having been requested by Mrs. Bashford to write the biography of the late Bishop Bashford, the trustees granted him a leave of absence to visit China for the purpose of gathering material and getting the atmosphere for the task. During the president's absence, Professor Longden was acting-president, and the affairs of the university went forward smoothly. President Grose returned in March, 1922, and his biography of Bishop Bashford appeared later in the same year.

During these years, increasing emphasis was put upon the necessity of raising scholarship standards, and in 1917 the point system was adopted. Although the system undoubtedly had some weaknesses, yet as a whole, it served to stimulate greater interest on the part of the students in their studies, while at the same time, no doubt, it caused them to lay too much stress on mere grade getting. Perhaps one of the indirect results of the attempt to raise standards was the unhappy one of causing an increase in dishonesty in the classroom. Rumors of such dishonesty became common and were climaxed by the wholesale stealing of examination questions at the time of the mid-year examinations in February, 1919. The chief perpetrators of this escapade were apprehended and after a long and thorough investigation by the faculty, several students were expelled and others were suspended or were permitted to remain only on probation.<sup>15</sup> On the whole, the incident proved beneficial to the tone of the campus. Out of it came a thorough discussion of the honor system, though eventually the students voted against putting that system into operation.

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<sup>14</sup> *Minutes of the Board of Trustees and Visitors*, June 3, 1918; *Ibid.*, 1919.

<sup>15</sup> *MS. Minutes of the Faculty*, March 28, 1919.

President Grose's administration came to an end in the spring of 1924 with his election to the episcopacy. He was the fifth president of Indiana Asbury-DePauw University to be chosen to that high office, and the trustees were now once more faced with the necessity of securing his successor.

A considerable sentiment had been growing among the alumni to secure a president who should be an alumnus, and the trustees committee, headed by Mr. Edward Rector, were quite willing to listen to these demands. Among the DePauw alumni, none had made a greater name as a university administrator than Dr. Lemuel H. Murlin, of the class of 1891. He had been president of Baker University from 1894 to 1911 and had gone from that position to the presidency of Boston University, where for fourteen years he had led in the remarkable growth of that institution. It was found that he was now willing to take a position of less responsibility and that he could be secured for the DePauw presidency. Sentiment in his favor rapidly crystallized, and he was unanimously chosen by the Board of Trustees as the twelfth president of DePauw University. Mr. Rector stated that:

In the judgment of the committee Doctor Murlin combines in one man the desirable qualifications for the president of DePauw to a greater extent than any other man available.

Though President Murlin's administration was one of the briefest in the history of the university—1925-28—yet several very important developments occurred during those years. The athletic situation, which had been in confusion for a number of years, owing to a growing disagreement between the faculty and Alumni Athletic Committee, was largely solved by bringing back the control of athletics to the campus and by the creation of the department of physical education, to the headship of which Mr. William L. Hughes was called. Mr. Hughes and his successors were made responsible to the president and trustees for the conduct of the affairs of his department, which included athletics.

Largely through the demands of the alumni of some of the

fraternities, there was also inaugurated the policy of requiring all the fraternities to have resident house-mothers. This policy Doctor Murlin made his own, and although there was some strong resistance on the part of certain alumni groups, in whose names the houses were held, yet eventually all the fraternities accepted the house-mothers. The net result of this policy has been good and the general tone of the fraternities has been, undoubtedly, greatly improved.

With the rapid increase of the student body in the years immediately following the Great War, it became necessary to increase the administration staff as well as the academic staff. On the death of Mr. Dobell, Professor Straightoff took over the work of the Registrar's office in addition to his teaching. On his resignation, Professor Mitchell, of the Department of English, assumed that office also, in addition to his other duties. He, in turn, gave way to Miss Marion Bradford, who was the Registrar from 1922 to 1927, and she in turn was followed by Miss Vera Worth. Both Miss Bradford and Miss Worth resigned at the urgent request of two members of the faculty, Miss Bradford to become the wife of Professor A. W. Crandall, of the Department of History, and Miss Worth to assume the headship of the Blanchard household. The present registrar, Miss Veneta J. Kunter, of the class of 1928, was advanced to her present position from an assistantship in the office.

Dr. Edwin Post had been dean of the College of Liberal Arts since 1904 and had carried on the work of his office practically unassisted. As we have noticed, the office of dean of Freshmen had been created in 1914 and had been filled by Dr. L. R. Eckardt. President Murlin now inaugurated a reorganization of the dean's office. In 1926, Professor William W. Sweet was made dean of the College of Liberal Arts, though Doctor Post also continued to function, and in addition, Louis H. Dirks was brought from the assistant principalship of Shortridge High School, Indianapolis, to be the dean of Men. Professor Sweet, however, resigned in 1927 to accept a professorship in the Uni-







RECTOR HALL



LUCY ROWLAND HALL

versity of Chicago and was succeeded in the dean's office by Professor William M. Blanchard. Doctor Post became emeritus in 1929. Dean Post did not long survive his retirement. His death took place October 9, 1932, after a brief illness. For fifty-three years he was head of the Department of Latin, and from 1904 to 1929 was Dean of the College of Liberal Arts. For eight years, 1896 to 1903, he served as vice-president, and for seventeen years, 1879-1896, was the university librarian. Few careers in the history of American higher education excel that of Edwin Post in distinction and length of service.

Mr. Edward Rector's death, which occurred on August 1, 1925, was a shock to the entire university family. His will provided not only for increased Rector Scholarship endowment, but also for two new buildings. One, Longden Hall, named in appreciation of the long service rendered to the university by Professor H. B. Longden, is a modern fire-proof building accommodating one hundred and seventeen men and was constructed in 1927, at a cost of \$245,000. The other building provided by the Rector will was Lucy Rowland Hall, named in honor of Mrs. Rector, and is a residence for women and completes the woman's quadrangle. It accommodates one hundred women and was built at a cost of \$275,000. To make way for this building, Music Hall was moved to the southwest corner of Locust and Hannah Streets, and a large frame annex was constructed to the rear to provide practice rooms for Music School students. The heating plant was also enlarged at a cost of \$100,000.

The continued ill health of President Murlin made necessary his resignation in the spring of 1928. Almost immediately he accepted the pastorate of the American Church in Berlin, which he had previously held, but his service here was cut short by failing health and he and Mrs. Murlin returned to the United States. His death occurred in the spring of 1935, his funeral being conducted from Meharry Hall. He rests in the cemetery at Greencastle, where so many of the university's honored dead are to be found.

## CHAPTER XVI

### THE CENTENNIAL ADMINISTRATION<sup>1</sup>

THE same year which saw the resignation of President Murlin, the trustees called to the presidency Dr. G. Bromley Oxnam, a Californian by birth, a graduate of the University of Southern California and Boston University School of Theology, and at the time of his election, professor of practical theology in the latter institution. For ten years he had been the minister of the Church of All Nations in Los Angeles, at the same time serving as secretary of the Los Angeles Missionary and Church Extension Society, and for four years was professor of social ethics in the University of Southern California. His contacts with the many racial groups in connection with his work in Los Angeles, together with extensive travel and study abroad, gave him a wide international outlook, and he came to the university with a reputation as a crusader for world peace and international good will.

The vigorous and dynamic leadership of the new president immediately quickened the step of the entire university. His passion for better international understanding and his devotion to the cause of world peace, together with his impassioned presentation of these great causes, brought him invitations to speak throughout the nation, which in turn brought to himself and to the university nation-wide recognition. But his speaking was by no means confined to these subjects. In recent years he has discussed educational themes in numerous addresses before State Educational Associations from Kansas to Maine in the North and has appeared on the programs of numerous Southern-state associations, while in 1935 he was invited to deliver one of the principal addresses before the National Educational Association.

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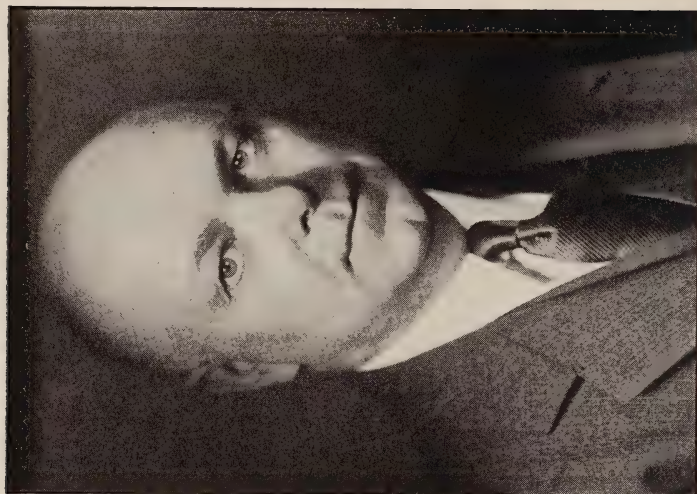
<sup>1</sup> This chapter is in no sense a complete history of recent years, since it would be impossible at this time to portray adequately matters of recent controversy.







G. BROMLEY OXNAM



CLYDE E. WILDMAN

PRESIDENTS OF DEPAUW  
1928-1937

In his first report to the Board of Trustees, the new president stated his major objectives, the achievement of which he made the task of his administration. These included, first of all, the recognition of the central place in the university of well-trained and able teachers who should receive adequate salaries, with promotion and salary increases not dependent merely on seniority, but upon ability and effectiveness.<sup>2</sup> In later reports he pointed out that if DePauw University as a definitely Christian institution was to perform the type of service which such institutions were alone qualified to render, it must, *first*, adopt a policy of "a restricted, carefully selected body of superior students"; *second*, there must be "superior instruction offered by a faculty composed of liberally-minded men and women"; *third*, "the maintenance of those facilities and that intellectual and spiritual atmosphere wherein the most effective study life may be maintained." He also emphasized the necessity of building and maintaining an adequate plant; of creating an efficient academic and financial organization; of bringing the library and library service to the highest point of efficiency; of maintaining wholesome health conditions with reasonable social life; of securing a co-operative constituency, of alumni, the Church, citizens in general, and student bodies of the high schools, and a smaller body of generous-minded men and women who have a particular interest in education, and, finally, of securing a religious atmosphere which may result "in the students appropriating the real values that lie in religion." In other words, his ideal was "a school that will forever keep its academic birthright and its religious inspiration."

For many years DePauw University maintained a "no-deficit" policy, and the whole habit of the university in every respect was always cut to fit the cloth immediately on hand. President Oxnam pointed out that such a policy really created many hidden deficits, such as the depreciation of the

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<sup>2</sup> Report of the President of DePauw University to the Board of Trustees, January 17, 1933. See also the Report for June 10, 1933.

physical plant; failure to provide necessary library and laboratory equipment when most needed, resulting in the loss of the best students; the liability of losing the best teachers and increasing the turn-over costs; the failure to provide proper personnel work, and the deficits in the spiritual life of the students due to inadequate appropriations for religious work and direction. As a result of his recommendations looking toward the elimination of some of these deficits the trustees abolished the maximum salary, while definite rules, for the first time, were adopted concerning faculty salaries, tenure, academic freedom, and retirement. Also a general policy was worked out relative to sabbatic leaves, and requirements for promotions to full professorships.

Perhaps nowhere has there been a greater change in the interests of better academic service than in the library. For the first time in the history of the university a trained library staff has been installed, consisting of nine persons, under the direction of Vera Southwick Cooper. Miss Margaret Gilmore, who had served as assistant librarian since 1909, was retired on January 1, 1935, after twenty-five years of faithful service.

In nothing has there been greater change both at DePauw and in colleges and universities generally throughout the country than in the development of the administrative end of higher education. With the rapid increase of endowments and equipment, and with the new duties thus laid upon college and university administrations, the number and importance of administration officials has increased accordingly. In 1934-35 the number of administration officials, assistants, and secretaries constituted one third of the total staff of DePauw University. When the present writer joined the faculty at DePauw in 1913, there were three secretaries on the campus; today there are about six times that number. The comment of Bliss Perry in his recent autobiography, *And Gladly Teach*, coming out of a teaching experience of forty years at Williams, Princeton, and Harvard, seems appropriate here: "The whole tendency of American institutions is to breed ten administrators to one real teacher."



In President Grose's administration the office of assistant to the president was created, with Mr. Harrison Carr as the first incumbent. On his resignation W. Henry McLean, '10, assumed the duties of that office. He also undertook the work of alumni secretary, and for the first time a systematic attempt was made to keep in touch with alumni and former students. On Doctor McLean's resignation to become the minister at the First Methodist Episcopal Church in Bloomington, Indiana, Ezra M. Cox, '12, became executive secretary of the Alumni Association and field secretary of the university, the office of assistant to the president being discontinued. He in turn was succeeded in 1935 by F. Russell Alexander, '29, former director of publicity and now also the editor of the newly established magazine, *The DePauw Alumnus*.

For a number of years following the close of the World War and the abolishment of the Students' Army Training Corps, there was maintained at DePauw a Reserve Officers' Training Corps. Until 1928, military training was a requirement for all Freshmen and Sophomore men, in addition to requirements in physical education. In 1927, the question of the fairness of requiring both physical education and military training of the men, while making only physical education a requirement for women, was considered in the committee on educational policy. After full discussion, it was finally voted by the committee to recommend to the faculty the abolition of required military training for men. This precipitated warm discussion in the faculty and among the alumni, while agitation was carried on through patriotic organizations outside to keep compulsory military training on the campus. Though twice voted by the faculty to remove the compulsory feature, it was eventually retained. The question was by no means settled, however, and there was continued agitation for and against the R. O. T. C. With the coming of President Oxnam, the compulsory feature was immediately abolished and in 1933 the R. O. T. C. was removed from the university.

In the matter of health service, there has been marked improvement. Besides a thorough physical and medical examination at the time of entrance, each student is entitled to the services of a university nurse when needed, and in illness incurred under ordinary circumstances, he has also the services of the university physician without further charge than that included in his tuition and incidental fee. Besides this, each student has free hospital service not to exceed seven days per year, except in case of contagious disease.

The program of physical education inaugurated under Professor W. L. Hughes has been continued and developed, with increasing emphasis upon intramural sports, under the present staff of seven members under the chairmanship of D. C. Moffett, of the class of 1927. To carry out the program for the full development of intramural athletics, additional playing fields south of Blackstock Field have been laid out, and cement tennis courts have been constructed at a cost of more than \$6,000, while a new Field House recently constructed at a cost of more than \$8,900 adds greatly needed athletic facilities.

In nothing have there been greater changes on college campuses since the World War than in the religious life of students. Certainly, in this respect, "old things have passed away." The college revivals, which for many years were held at DePauw, beginning with the Day of Prayer for Colleges, were found to be no longer possible. Even so fine and respected a Christian leader as E. Stanley Jones could not put over the old-time religious appeal. This does not mean that students were no longer interested in religion, or the good life, but simply that the old type of emotional appeal had lost its validity among the students of this generation. To meet this change in religious interests, a new kind of chapel service has been developed. For many years the DePauw chapel service had been a combination of student "pep meetings" with a religious tinge, consisting generally of a hymn, a prayer, and a talk of any sort. A few years ago,





ASBURY HALL



LONGDEN HALL



beginning as an experiment, there was arranged for each Wednesday noon, a voluntary worship service to be held in the church auditorium. The service is a formal worship service throughout, with a processional and anthem by the University Choir, with appropriate prayers and an address not exceeding six minutes in length. This service has proven astonishingly popular, because the students have found it helpful, and they have shown their appreciation by their uniformly large attendance.

The physical appearance of the campus has undergone many changes for the better within the past few years, both through the construction of new buildings and the disappearance of several of the older structures. Old West College was declared unsafe for further use about the time President Oxnam's administration began, and he was at once faced with the problem of finding adequate room for carrying on the academic work. Under his energetic leadership, a new recitation building was at once projected, and on June 7, 1930, the new Asbury Hall, costing \$236,000, was dedicated, largely the gift of the trustees, which provided recitation facilities for twelve departments. While alumni and friends rejoiced at the securing of this noble and useful structure, many of them could not help but mourn the loss of the old first building. For, after all, it is a distinct loss to any old institution to lose its living contacts with its past.

In 1930, a new maintenance building was constructed at a cost of more than \$33,000, and two years later a \$30,000 enlargement was made to the heating plant. With the disappearance of West College, the old College Avenue Church was remodeled into a Speech Hall at a cost of \$62,000, and now provides most commodious quarters for the Department of Speech as well as a model Little Theater. The destruction of Mansfield Hall by fire in the winter of 1933 and the condemning of the old Locust Street Church adjoining, removed two of the old landmarks. The most recent structure on the campus is the Students' Press Building, erected

at a cost of \$8,000, which houses the offices of the several student publications.

Other improvements to the physical plant of the university have been the reconditioning of Minshall Laboratory and the securing of additional equipment at a cost of \$41,000; the rewiring of all the buildings on the campus and the construction of additional fire escapes at a cost of \$10,000 in the interest of doing away with fire hazards; the erection of Gobin Memorial Church toward the cost of which the university obligated itself for \$50,000, and has the privilege of the use of the building; and the complete remodeling of the president's residence, at an approximate cost of \$15,000. Thus, during the Oxnam administration, more than a half million dollars was expended in new buildings and equipment. Besides this, complete plans have been prepared for the erection of the Harrison Hall of Science at an approximate cost of \$250,000, while a comprehensive plan for campus improvement has been adopted.

The university has also been fortunate in receiving several generous bequests within the last few years. The largest was that from the estate of John H. Harrison, a former student and an interested and loyal trustee, who died at his home in Danville, Illinois, on March 2, 1930, leaving approximately \$750,000 to DePauw. Another large bequest was from the estate of Frank L. Hall, of the class of 1879, and also a trustee, who died May 18, 1929, leaving approximately \$500,000 to the university. There have been received also the John Preston Smith bequest of \$150,000 and from Elmer Whitted, of the class of 1887, a bequest of \$35,000.

The most significant recent change in the internal management of the university is the appointment of a comptroller, Mr. Ralph E. Schenck, who has been given the general supervision of the business organization of the university under the direction of and responsible to the president. Thus there has been concentrated in one office, in the interests of efficiency, the entire business management, "in keeping with

the practice of the best organized educational institutions" of the country.

A chapter in the centennial history of Indiana Asbury-DePauw University might well have been devoted to her distinguished alumni, for no institution of higher learning in America has a more notable list in proportion to its number of graduates. Especially in the field of law and public affairs DePauw has many distinguished sons, of which the following are simply examples: James Harlan, '45, United States senator and Cabinet minister; Daniel W. Voorhees, '49, orator and United States senator; Robert R. Hitt, '55, congressman and charge d'affaires at Paris; Wilbur Fiske Stone, '57, member of the Colorado Supreme Court; Orlando H. Baker, '58, United States consul at numerous posts; Courtland C. Matson, '62, colonel in the Union Army and congressman; Thomas Hanna, '68, lieutenant-governor of Indiana; Francis Asbury Horner, '70, member of Congress and author of numerous lawbooks; Edwin H. Terrill, '71, minister to Belgium; Henry A. Buchtel, '72, governor of Colorado; Sutemi Chinda and Aimaro Sato, both members of the class of '81, distinguished Japanese diplomats; Albert J. Beveridge, '85, United States senator and distinguished biographer; James E. Watson, '86, congressman and United States senator; Roy O. West, '90, Cabinet minister; Willis Van Devanter, associate justice of the United States Supreme Court, for three years (1875-78) a student at Indiana Asbury; James M. Ogden, '94, president of the Indiana Law School. This list may well close with the mention of James H. Wilkerson, '89, United States district judge for northern Illinois, and Will M. Sparks, '96, judge of the United States Circuit Court of Appeals, who are jointly responsible for sending Al Capone, ex-public enemy number one, to a federal prison and for keeping him there.

Into the field of science and medicine DePauw has sent out an unusual number of distinguished men such as: Frank M. McFarland, '89, professor of histology, Leland Stanford, Jr., University; Daniel T. MacDougal, '90, botanist; John W.

Sluss, '90, surgeon and professor of anatomy and clinical surgery; Philip S. Baker, '74, inspiring teacher of chemistry at DePauw; John B. DeMottee, '74, professor of physics at DePauw and renowned lecturer; Levi B. Salmon, '80, medical missionary to Mexico and author of many medical books in Spanish; Frank B. Wynn, '83, one of the most distinguished American physicians; Raymond F. Bacon, '99, chemist and director of the Mellon Institute; Frederick W. Foxworthy, '99, international botanist.

Perhaps the longest line of notable and successful alumni would be listed under the heads, scholarship, education, journalism, and literature. Here would come Thomas A. Goodwin, '40, Indiana Asbury's first graduate, president of two Indiana colleges, editor of the *Indiana American*, and donor of the DePauw alumni cane; Marion M. Bovard, '73, president of the University of Southern California; Albert Fletcher Bridges, '74, poet and author; Trumbull G. Duvall, '88, professor of philosophy for many years at Ohio Wesleyan University; Frederick A. Cleveland, '90, publicist and professor of citizenship at Boston University; Addison W. Moore, '90, distinguished professor of philosophy at the University of Chicago; Lemuel H. Murlin, '92, president of Baker University, Boston University, and DePauw University; Arthur R. Priest, '91, dean of the College of Liberal Arts, University of Washington; Elbert Robb Zaring, '91, and C. E. Wareing, '98, editors of the *Northwestern Christian Advocate*, and the *Western Christian Advocate*, respectively; Eugene A. Gilmore, '93, vice-governor of the Philippine Islands and president of the University of Iowa; Theodore Kemp, '93, president of Illinois Wesleyan University; Max Ehrmann, '94, author; Charles A. Beard, '98, distinguished American historian; Frederick A. Ogg, '99, professor of political science at the University of Wisconsin, and author of many books in that field.

The number of DePauw graduates who have achieved success in business are legion, many of whom have given of their substance to their Alma Mater. Among these in more



recent years are Ira B. Blackstock, '86, trustee and benefactor; Guy Morrison Walker, '90, reorganization expert; Henry H. Hornbrook, '92, lawyer and for many years secretary of the Board of Trustees; John C. Hall, '73, and his brother, Frank L. Hall, '79, furniture manufacturers, and munificent benefactors; John H. Harrison, ex-'90, newspaper proprietor, trustee, and benefactor.

Not least in importance has been the contribution made by the alumni of DePauw University to the Church. From the beginning a large proportion of her graduates have entered the Christian ministry and many have gone into missionary service. Such a list would include William S. Turner, '52, pioneer minister on the Pacific Coast and missionary to the Sandwich Islands; Henry G. Jackson, '62, missionary to the South following the Civil War, and prominent minister in Illinois; Michael M. Stolz, '62, pioneer Kansas Methodist minister; William R. Halstead, '71, George W. Switzer, '81, Henry C. Clippinger, '82, and M. S. Marble, '83, prominent leaders in Indiana Methodism for forty years; William O. Shepard, '85, Methodist bishop; Samuel L. Brengle, '83, general in the Salvation Army, author of many religious books and world traveler.

There is no better way to bring to an end this record of one hundred years of service of Indiana Asbury-DePauw University than to recount the losses by death in recent years of faculty and trustees. The university has much that is invisible built into it. It has been made up principally of the lives of men and women. Buildings, libraries, laboratories are important, but they are important only as they are instruments in the hands of devoted individuals. And so we bring this account to a close and dedicate it to all those who have built their lives into it, its presidents, its faculties, its trustees, its alumni, its students, and its many friends throughout the world. But most especially do we dedicate it to those trustees and faculty members who have, within this centennial administration, laid down their tasks:

Wilbur Vincent Brown, J. P. D. John Professor of Mathematics and Astronomy, 1885-1928.

Adelbert Farrington Caldwell, James Whitcomb Riley Professor of English Literature, 1904-1931.

Edwin Post, Dean Emeritus of the College of Liberal Arts and Professor of the Latin Language and Literature, 1879-1932.

Salem B. Town, University Treasurer, 1905-1933.

Frank L. Hall, class of 1879 and University Trustee, deceased May 18, 1929.

Will H. Latta, class of 1890 and University Trustee, deceased June 12, 1929.

John Harrison, former student and University Trustee, deceased March 2, 1930.

Marion B. Stults, University Trustee, deceased March 3, 1930.

Ira B. Blackstock, of the class of 1886, and University Trustee, deceased July 25, 1931.

Clement Studebaker, Jr., former student and University Trustee, deceased December 3, 1932.

Charles H. Neff, of the class of 1887 and University Trustee, deceased August 3, 1935.

Henry H. Hornbrook, of the class of 1892 and Secretary of the Board of Trustees, deceased September 20, 1935.

## EPILOGUE

ON the morning of May 15, 1936, the papers carried the news that President G. Bromley Oxnam had been chosen a bishop of the Methodist Episcopal Church. For four years his name had been prominently mentioned throughout the Church for that high office, but it was generally understood among the DePauw constituency that he would decline it if tendered him. And this he did after receiving 327 votes on the second ballot. But as the balloting continued the General Conference seemed to be deadlocked on the choice of a third bishop, and under these conditions President Oxnam was persuaded to reconsider his withdrawal and permit his name to be again considered. This he finally consented to do and was at once elected by a large vote. President Oxnam is thus the sixth president of DePauw to be thus elevated.

The trustees were now confronted once more with the task of finding a suitable president. That it was necessary to secure one at once, in view of the approaching centennial celebration, was generally agreed upon by all, faculty, alumni, trustees, and friends alike. Appropriately, the trustees turned to one of DePauw's own sons, and when the autumn semester of 1936 opened, Clyde Everett Wildman, of the class of 1912, was in the president's office ready to receive the incoming students for the centennial year. Like his five former predecessors, President Wildman received his graduate training at Boston University. He was a member of the faculty at Cornell College for four years, for two of which he was dean of the college; after four more years as a member of the faculty of Syracuse University (1926-30), he became in 1930 a member of the faculty of the Boston University School of Theology as professor of Old-Testament History and Religion. Of the fourteen presidents of Indiana Asbury-DePauw University none have had such a long and

varied educational experience before coming to the presidency as has President Wildman, and all the friends of the university may well consider the immediate future with confidence, as DePauw moves forward under his leadership into the second century of its life.



## APPENDIX

### TRUSTEES, VISITORS, ADMINISTRATION OFFICIALS AND FACULTY MEMBERS, 1937

#### CORPORATION

##### JOINT BOARD OF THE TRUSTEES AND VISITORS

The corporate name of the institution is DePauw University. The state has vested its control in the hands of a Joint Board of Trustees and Visitors, whose membership at present consists of the persons listed below.

(The date in connection with each name is that of first election to membership on the Board.)

##### OFFICERS OF THE BOARD

Roy O. West, Chicago, Illinois.....*President*  
Joseph H. Iglehart, Evansville, Indiana.....*Secretary*

##### TRUSTEES

###### *Term Expires in 1937*

Kenneth C. Hogate, New York, New York, 1929-  
Arthur H. Sapp, Huntington, Indiana, 1931-  
Fred L. O'Hair, Greencastle, Indiana, 1933-  
Henry C. Ulen, Lebanon, Indiana, 1933-

###### *Term Expires in 1938*

Roy O. West, Chicago, Illinois, 1914-  
Frank C. Evans, Crawfordsville, Indiana, 1926-  
W. C. Reed, Vincennes, Indiana, 1932-  
F. E. Fribley, Fort Wayne, Indiana, 1934-  
Harvey B. Hartsock, Indianapolis, Indiana, 1934-  
Joseph H. Iglehart, Evansville, Indiana, 1934-

###### *Term Expires in 1939*

William H. Adams, Bloomington, Indiana, 1900-  
James M. Ogden, Indianapolis, Indiana, 1911-  
A. B. Cline, Bluffton, Indiana, 1916-  
Fred Hoke, Indianapolis, Indiana, 1918-  
Charles H. Barnaby, Greencastle, Indiana, 1919-  
Ralph W. Gwinn, New York, New York, 1923-  
J. W. McFall, Rushville, Indiana, 1926-

C. W. Beecher, Peru, Indiana, 1927-  
 E. L. Morgan, Chesterton, Indiana, 1927-  
 C. C. Hull, Connersville, Indiana, 1929-  
 Eugene C. Shireman, Martinsville, Indiana, 1931-

*Term Expires in 1940*

William E. Carpenter, Brazil, Indiana, 1907-  
 Edwin H. Hughes, Washington, D. C., 1909-  
 D. P. Simison, Romney, Indiana, 1918-  
 George W. Switzer, St. Joseph, Michigan, 1924-  
 J. E. Neff, South Bend, Indiana, 1925-  
 L. J. Harwood, South Bend, Indiana, 1927-  
 F. A. Hall, Richmond, Indiana, 1928-  
 Edgar Blake, Detroit, Michigan, 1929-  
 LeGrand Cannon, Dixon, Illinois, 1936-  
 J. Giltner Iglehart, Evansville, Indiana, 1936-  
 \*G. Bromley Oxnam, Omaha, Nebraska, 1936-  
 Howard C. Sheperd, New York, New York, 1936-  
 Everett Warner, Muncie, Indiana, 1936-

VISITORS

*Indiana Conference*

The Reverend Guy O. Carpenter, Indianapolis, Indiana.  
 The Reverend C. T. Alexander, Indianapolis, Indiana.  
 The Reverend N. G. Talbot, Indianapolis, Indiana.

*North Indiana Conference*

The Reverend Ralph W. Graham, Kendallville, Indiana.  
 The Reverend Ottis T. Martin, Warsaw, Indiana.  
 The Reverend W. Henry McLean, Huntington, Indiana.

*Northwest Indiana Conference*

The Reverend Henry L. Davis, Indianapolis, Indiana.  
 The Reverend Fred H. Longwell, Williamsport, Indiana.  
 The Reverend Claude M. McClure, Greencastle, Indiana.

CUSTODIANS AND DEPOSITORIES

Union Trust Company, Indianapolis, Custodian Endowment Fund.  
 Chicago Title and Trust Company, Chicago, Custodian Endowment Fund.

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\* Resigned October 24, 1936.

Comptroller, DePauw University, Greencastle, Custodian.  
 The DePauw Holding Corporation, Indianapolis, Custodian.  
 Central National Bank, Greencastle, Depository.  
 First Citizens Bank and Trust Company, Greencastle, Depository.

## ADMINISTRATION

*Office of the President*

Clyde E. Wildman, A.B., S.T.B., Ph.D., D.D. . . . 125 Wood Street  
*President of the University*  
 Rozelle Rutter, A.B. . . . . 101 W. Poplar Street  
*Secretary to the President*  
 Nana M. Slaten. . . . . Alamo Apartments  
*Secretary in the President's Office*  
 Demetrius Tillotson, D.D. . . . . 303 E. Seminary Street  
*Field Representative*

*Office of the Dean of the College of Liberal Arts*

William Martin Blanchard, Ph.D. . . . . 1008 S. College Avenue  
*Dean of the College of Liberal Arts and Chairman of the Com-  
 mittee on Admission*  
 Imogene Cooper, A.B. . . . . 211 Bloomington Street  
*Secretary to the Dean of the College of Liberal Arts*

*Office of the Dean of the School of Music*

Robert Guy McCutchan, B.M., Doc. Sacred Mus.  
 608 Ridge Avenue  
*Dean of the School of Music*  
 Geraldene Sherrill, A.B. . . . . 401 E. Seminary Street  
*Secretary to the Dean of the School of Music*

*Office of the Dean of Men*

Louis Herman Dirks, A.M. . . . . 620 E. Washington Street  
*Dean of Men*  
 Imogene Cooper, A.B. . . . . 211 Bloomington Street  
*Secretary to the Dean of Men*

*Office of the Dean of Freshman Men*

George Herbert Smith, A.M. . . . . 610 E. Seminary Street  
*Dean of Freshman Men; Director of the Rector Scholarship  
 Foundation; and Assistant University Marshal*

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Value Marguerite Timmons, A.B. .... 101 W. Poplar Street  
*Secretary to the Dean of Freshman Men*

*Office of the Dean of Women*

Helen C. Salzer, A.M. .... Rector Hall  
*Dean of Women*

Catharine Veach Robbins, A.B. .... 301 E. Seminary Street  
*Secretary to the Dean of Women*

*Office of the Registrar*

Veneta Johanna Kunter, A.B. .... 408 E. Seminary Street  
*Registrar*

Mary Frances Cooper, A.B. .... 107 S. College Avenue  
*Assistant to the Registrar*

Marjorie Bundy, A.M. .... 101 W. Poplar Street  
*Assistant to the Registrar*

Genevieve Walts, A.B. .... 706 S. Locust Street  
*Assistant to the Registrar*

*Office of the Comptroller*

Ralph Edwin Schenck, B.S. .... 1 Towers Apartments  
*Comptroller*

Ernest H. Smith, B.S. .... 101 S. College Avenue  
*Chief Accountant*

Eleanor Radford Collins ..... R. R. No. 6  
*Secretary to the Comptroller*

*Office of the Director of Publicity*

F. Russell Alexander, A.B. .... 228 Hillsdale Avenue  
*Director of Publicity*

Juel Maddox ..... 13 Chestnut Street  
*Secretary to the Director of Publicity*

*Office of the Alumni Association*

F. Russell Alexander, A.B. .... 228 Hillsdale Avenue  
*Executive Secretary of the Alumni Association*

Juel Maddox ..... 13 Chestnut Street  
*Secretary to the Executive Secretary of the Alumni Association*



Mary Belle Denny, A.M.....438 Anderson Street  
*Alumni Recorder*

*University Library*

Vera Southwick Cooper, A.M.L.S.....4 Towers Apartments  
*Librarian*

Carl William Edmund Hintz, A.M.L.S.....607 Anderson Street  
*Assistant Librarian*

Emma Louise Schwalb, B.S. in L.S.....3 Bloomington Street  
*Reference Librarian*

Kathryn Johnson, A.B.L.S.....3 Bloomington Street  
*Cataloger*

Edith May Dudgeon, A.B.L.S.....601 E. Seminary Street  
*Circulation Assistant*

Margery Clara Phillips, A.B.L.S.....3 Bloomington Street  
*Circulation Assistant*

Helen Augusta Werneke, A.B.....505 S. Indiana Street  
*Circulation Assistant, Reserved Book Room*

\*Madeline Wyer Killinger, B.S. in L.S....717 E. Seminary Street  
*Circulation Assistant*

Gail Franklin, A.B.....612 Anderson Street  
*Secretary to the Librarian*

Amie A. Burnham, A.B.....Johnson House  
*Cataloging Assistant*

*University Health Service*

Cecil B. O'Brien, M.D.....301 E. Washington Street  
*University Physician*

Kathryn S. Davenport, R.N.....416 E. Washington Street  
*University Nurse*

*University Halls*

Katharine M. Mills.....Longden Hall  
*Director of Residence Halls*

Martha Cleavelin, A. B.....Longden Hall  
*Assistant Director of Residence Halls*

Mildred Dimmick, A.M.....Lucy Rowland Hall  
*Social Director of Lucy Rowland Hall*

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\* Part-time.

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- Helen C. Salzer, A.M.....Rector Hall  
*Social Director of Rector Hall*  
 Carmen Elizabeth Siewert, M.M.....Johnson House  
*Social Director of Johnson House*

### DIRECTORY OF FACULTY AND ADMINISTRATIVE OFFICERS

The names are arranged alphabetically. The date given is that of the incumbent's first appointment to a position on the Faculty, not necessarily to the rank now held.

F. Russell Alexander, 1929-.....228 Hillsdale Avenue  
*Director of Publicity; Executive Secretary of the Alumni Association.*

A.B., DePauw University, 1925.

\*Marguerite Andrade, 1929-.....  
*Assistant Professor of French*

Diplôme de fin d'études, Lycée de Besançon, France, 1914; A.B., Ohio Wesleyan University, 1920; A.M., Yale University, 1922.

Virginia Appleby, 1936-.....321 S. Locust Street  
*Assistant Professor of Home Economics*

B.S., Southwest Missouri State Teachers College, 1928; A.M., University of Missouri, 1933.

William Clarke Arnold, 1923-.....510 Crown Street  
*Associate Professor of Mathematics*

A.B., DePauw University, 1920; M.S., University of Chicago, 1923.

Gerhard Baerg, 1931-.....305 E. Seminary Street  
*Chairman of the Foreign Language Division; Head of Department of German; and Professor of the German Language and Literature*

A.B., University of Kansas, 1916; A.M., Cornell University, 1918; Ph.D., *ibid.*, 1920.

Edward Randolph Bartlett, 1923-.....723 E. Washington Street  
*Head of Department of Religious Education and Ner Cline Professor of Religious Education*

A.B., Iowa Wesleyan College, 1912; S.T.B., Boston University,

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\* On Sabbatic leave, academic year 1936-37.

- 1917; D.D., Iowa Wesleyan College, 1926; Ph.D., Northwestern University, 1933.
- Rachel Jane Benton, 1925-.....416 E. Washington Street  
*Assistant Professor of Physical Education for Women*  
 A.B., DePauw University, 1925; A.M., University of Iowa, 1932.
- Herman C. Berg, 1933-.....709 S. Locust Street  
*Assistant Professor of Violin*  
 B. S., Kansas State Teachers College, 1931; B. M., Eastman School of Music, 1933; Student of Louis Persinger, Juilliard Graduate School, summer, 1935; M.M., DePauw University, 1936.
- Bjornar Bergethon, 1932-.....4 Cole Apartments  
*Assistant Professor of Public School Music; Director of University Symphony Orchestra and University Band*  
 Oslo University; New York University; M.B., Bush Conservatory, 1929; A.M., Indiana University, 1935.
- William Martin Blanchard, 1901-.....1008 S. College Avenue  
*Dean of the College of Liberal Arts; Chairman of the Committee on Admission; Head of the Department of Chemistry; and Simeon Smith Professor of Chemistry*  
 A.B., Randolph-Macon College, 1894; A.M., *ibid.*, 1897; Ph.D., Johns Hopkins University, 1900.
- Lansdon Hebbard Bowen, 1936-.....508 Crown Street  
*Instructor in Romance Languages*  
 A.B., Princeton University, 1926; A.M., Harvard University, 1928.
- Edna Tyne Bowles, 1927-.....610 S. Locust Street  
*Assistant Professor of Singing and Violoncello*  
 B.M., Oberlin Conservatory of Music, 1927; Student of Decreuse, Paris, summer, 1931; student of Connell and Miquelle, Chautauqua, New York, summer, 1934; student American Conservatory, summer, 1935.
- Earl Cassatt Bowman, 1928-.....R. R. No. 2  
*Professor of Education and Director of Student Teaching*  
 A.B., Miami University, 1909; A.M., University of Chicago, 1922; Ph.D., Ohio State University, 1928.
- Fowler Dell Brooks, 1930-.....725 E. Seminary Street  
*Chairman of the Education, Philosophy, Psychology and Reli-*

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- gion Division; Head of the Departments of Education and Psychology; and Professor of Education and Psychology*  
A.B., Baker University, 1911; A.M., University of Oklahoma, 1915; A.M., Columbia University, 1916; Ph.D., *ibid.*, 1921.
- Lilian Beeson Brownfield, 1922-.....1008 S. Locust Street  
*Professor of English Literature*  
A.B., DePauw University, 1895; A.M., Ohio Wesleyan University, 1904; Ph.D., Indiana University, 1914.
- LeRoy C. Buchheit, 1918-.....R. R. No. 3  
*Instructor in Physical Education for Men*  
A.B., Lake Forest College, 1914.
- Walter E. Bundy, 1919-.....307 E. Walnut Street  
*Head of the Department of English Bible and Martin V. Beiger Professor of English Bible*  
A.B., DePauw University, 1912; S.T.B., Boston University, 1915; Ph.D., *ibid.*, 1921.
- Lucile Calvert, 1929-.....718 E. Seminary Street  
*Assistant Professor of Speech*  
A.B., Lake Forest College, 1927; A.M., Northwestern University, 1929.
- William Wallace Carson, 1916-.....1012 S. College Avenue  
*Head of the Departments of History and Political Science; John Clark Ridpath Professor of History; Frank L. Hall Professor of Political Science; and University Marshal*  
A.B., Wofford College, 1907; A.M., Trinity College, 1908; Ph.D., University of Wisconsin, 1914.
- James Wesley Childers, 1936-.....604 E. Anderson Street  
*Instructor in Romance Languages*  
A.B., Southern Methodist University, 1927; A.M., Southern Methodist University, 1928.
- Vera Southwick Cooper, 1931-.....4 Towers Apartments  
*Librarian*  
A.B., DePauw University, 1912; Certificate, Library School, Carnegie Library, Atlanta, Georgia, 1914; A.M.L.S., University of Michigan, 1928.
- Andrew Wallace Crandall, 1921-.....611 Ridge Avenue  
*Professor of History*  
A.B., Central College, Missouri, 1917; A.M., University of Chicago, 1920; Ph.D., University of Pennsylvania, 1928.



- Leah Curnutt, 1935-.....607 S. Locust Street  
*Instructor in Piano and Public School Music*  
 B.M., DePauw University, 1932; M.M., *ibid.*, 1934.
- Kathryn Davenport, 1932-.....416 E. Washington Street  
*University Nurse*  
 R.N., City Hospital, Indianapolis, 1922.
- Jarvis Castle Davis, 1926-.....709 S. Locust Street  
*Assistant Professor of English*  
 A.B., DePauw University, 1925; A.M., University of Chicago, 1926.
- Mildred Dimmick, 1922-.....Lucy Rowland Hall  
*Associate Professor of French and Social Director of Lucy Rowland Hall*  
 A.B., Ohio Wesleyan University, 1912; A.M., University of Illinois, 1920; Certificat d'études, Sorbonne, 1922.
- Louis Herman Dirks, 1926-.....620 E. Washington Street  
*Dean of Men and Professor of Secondary Education*  
 A.B., Indiana University, 1906; A.M., *ibid.*, 1925.
- Edith May Dudgeon, 1935-.....601 E. Seminary Street  
*Assistant in University Library*  
 A.B., Lawrence College, 1934; A.B.L.S., Emory University, 1935.
- Lisgar Russell Eckardt, 1913-.....623 E. Washington Street  
*Head of the Department of Philosophy and Professor of Philosophy*  
 A.B., Toronto University, 1902; S.T.B., Boston University, 1907; A.M., *ibid.*, 1907; Ph.D., *ibid.*, 1911.
- William Edmund Edington, 1930-.....E. Franklin Street  
*Chairman of the Graduate Council; Head of the Department of Mathematics; J. P. D. John Professor of Mathematics and Astronomy; Deal Professor of Mathematics; and Director of the McKim Observatory*  
 A.B., Indiana State Normal School, 1909; A.M., University of Illinois, 1919; Ph.D., *ibid.*, 1921.
- Percy Griffith Evans, 1921-.....430 Anderson Street  
*Head of the Department of Romance Languages and Professor of Romance Languages*  
 A.B., Boston University, 1919; A.M., *ibid.*, 1924; Ph.D., University of Illinois, 1929.

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- Paul Johnson Fay, 1931-.....13 Cole Apartments  
*Associate Professor of Psychology*  
 B.S., Ohio State University, 1923; A.M., Columbia University, 1927; Ph.D., Ohio State University, 1930.
- Jervis M. Fulmer, 1931-.....612 Highwood Avenue  
*Associate Professor of Chemistry*  
 B.S., State College of Washington, 1920; M.S., University of Minnesota, 1922; Ph.D., University of Colorado, 1925.
- \*Lloyd Blanchard Gale, 1922-.....613 E. Anderson Street  
*Professor of English*  
 A.B., Middlebury College, 1916; A.M., *ibid.*, 1924.
- Glenn Ward Giddings, 1930-.....South Indiana Street Road  
*Associate Professor of Physics*  
 A.B., Cornell College, 1923; A.M., University of Wisconsin, 1925; Ph.D., *ibid.*, 1930.
- Benjamin Harrison Grave, 1928-.....718 E. Seminary Street  
*Head of Department of Zoology and Professor of Zoology*  
 B.S., Earlham College, 1903; M.S., Carleton College, 1906; Ph.D., Johns Hopkins University, 1910.
- Herrick E. H. Greenleaf, 1921-.....1024 S. College Avenue  
*Professor of Mathematics*  
 S.B., Boston University, 1916; A.M., *ibid.*, 1925; Ph.D., Indiana University, 1932.
- Guenther Hans Grueninger, 1930-.....513 E. Anderson Street  
*Associate Professor of German*  
 Ph.D., Freiburg University (Germany), 1926.
- Agnes Virginia Harlow, 1919-.....718 E. Seminary Street  
*Associate Professor of English*  
 A.B., Mount Holyoke College, 1913; A.M., University of California, 1923.
- Tinsley Carter Harrison, 1931-.....408 Elm Street  
*Associate Professor of English*  
 A.B., College of William and Mary, 1928; A.M., University of Virginia, 1929.
- Mary Elizabeth Herr, 1935-.....610 S. Locust Street  
*Instructor in Piano*  
 B.M., DePauw University, 1934.

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\* On leave of absence, first semester, 1936-37.

- Cleveland P. Hickman, 1924-.....315 Greenwood Avenue  
*Professor of Zoology*  
 A.B., Salem College, 1917; A.M., University of Michigan, 1920;  
 Ph.D., Princeton University, 1928.
- Carroll DeWitt Hildebrand, 1926-.....619 E. Washington Street  
*Professor of Philosophy*  
 A.B., Nebraska Wesleyan University, 1919; S.T.B., Boston University, 1922; Ph.D., *ibid.*, 1929.
- Carl W. E. Hintz, 1933-.....607 Anderson Street  
*Assistant Librarian*  
 A.B., DePauw University, 1932; A.B.L.S., University of Michigan, 1933; A.M.L.S., *ibid.*, 1935.
- Jerome Canady Hixson, 1924-.....721 E. Seminary Street  
*Professor of English*  
 A.B., Allegheny College, 1922; A.M., *ibid.*, 1923.
- William Allen Huggard, 1923-.....624 E. Washington Street  
*Associate Professor of English*  
 A.B., Middlebury College, 1920; A.M., *ibid.*, 1923.
- Howard M. Jarratt, 1935-.....206 W. Walnut Street  
*Instructor in Voice*  
 B.M., St. Olaf College, 1934.
- Kathryn Johnson, 1936-.....3 Bloomington Street  
*Cataloger in University Library*  
 A.B., Emory University, 1934; A.B.L.S., Emory University, 1936.
- Hiram L. Jome, 1931-.....610 Highwood Avenue  
*Head of Department of Economics and Professor of Economics*  
 A.B., St. Olaf College, 1918; A.M., University of Wisconsin, 1920; Ph.D., *ibid.*, 1925.
- Lester Martin Jones, 1927-.....302 Greenwood Avenue  
*Chairman of the Social Science Division; Head of Department of Sociology and Larz Whitcomb Professor of Sociology*  
 A.B., Baker University, 1909; A.M., Columbia University, 1913; B.D., Union Theological Seminary, 1913; Ph.D., University of Wisconsin, 1927.
- \*Madeline Wyer Killinger, 1934-1935; 1936-  
 717 E. Seminary Street  
*Circulation Assistant in University Library*

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\* Part-time.

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A.B., University of Nebraska, 1928; B.S. in L.S., University of Denver, 1932.

\*Henry Kolling, 1929-.....  
*Professor of Piano*

B.M., Nebraska University School of Music, 1924; scholar Institute of Musical Art, 1926; fellow Juilliard Graduate School, 1927-28; A.M., Teachers' College, Columbia University, 1931.

Veneta Johanna Kunter, 1927-.....408 E. Seminary Street  
*Registrar*

A.B., DePauw University, 1927.

Henry Boyer Longden, 1881-1935

*Professor Emeritus of German Language and Literature*

A.B., DePauw University, 1881; A.M., *ibid.*, 1884; LL.D., *ibid.*, 1925.

George Born Manhart, 1919-.....325 Highfall Avenue  
*Professor of European History*

A.B., Susquehanna University, 1910; A.M., University of Pennsylvania, 1914; Ph.D., *ibid.*, 1923.

Robert Guy McCutchan, 1911-.....608 Ridge Avenue  
*Dean of the School of Music; and Professor of Singing and of the History of Music*

B.M., Simpson College, 1904; student, Berlin, Germany, 1910-11; Mus.Doc., Simpson College, 1927; Doc. Sacred Mus., Southern Methodist University, 1935.

Lloyd Lowell Messersmith, 1930-.....6 Hanna Court  
*Assistant Professor of Physical Education for Men*

A.B., DePauw University, 1928; A.M., Columbia University, 1932

Warren Candler Middleton, 1928-.....121 E. Walnut Street  
*Associate Professor of Psychology*

A.B., Central College, 1923; A.M., Vanderbilt University, 1924; Ph.D., Yale University, 1929.

Ermina Murlin Mills, 1928-.....303 E. Seminary Street  
*Assistant Professor of Comparative Literature*

A.B., Cornell College, 1917; A.M., Boston University, 1920.

Katharine M. Mills, 1927-.....Longden Hall  
*Director of Residence Halls*

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\* On Sabbatic leave, academic year, 1936-37.



- Vera L. Mintle, 1930-.....703 E. Seminary Street  
*Head of Department of Home Economics and Professor of Home Economics*  
 B.S., Iowa State College, 1923; M.S., *ibid.*, 1926.
- Donovan Clifford Moffett, 1927-.....629 E. Seminary Street  
*Chairman of the Physical Education Division; Head of Department of Physical Education; and Professor of Physical Education for Men*  
 A.B., DePauw University, 1922; A.M., Columbia University, 1930.
- Edward Martin John Mueller, 1934-...404 E. Washington Street  
*Instructor in German*  
 A.B., University of Illinois, 1929; A.M., *ibid.*, 1931; Ph.D., *ibid.*, 1933; student, Eberhard Karls Universität, Tübingen, Germany, 1933-34.
- Joseph P. Naylor, 1891-1925  
*Professor Emeritus of Physics*  
 M.S., Indiana University, 1884.
- Raymond R. Neal, 1929-.....527 E. Anderson Street  
*Instructor in Physical Education for Men*  
 A.B., Wabash College, 1932.
- Edwin Bryant Nichols, 1914-1934  
*Professor Emeritus of Romance Languages*  
 A.B., Wesleyan University, 1894; A.M., Harvard University, 1901.
- Cecil B. O'Brien, 1933-.....301 E. Washington Street  
*University Physician*  
 A.B., DePauw University, 1919; M.D., Indiana University, 1923.
- Raymond Woodbury Pence, 1916-.....726 E. Seminary Street  
*Chairman of the English, Speech and Fine Arts Division, Head of Department of English; and Professor of English*  
 A.B., Ohio State University, 1905; A.M., *ibid.*, 1906; Litt.D., Franklin College, 1934.
- Margery Clara Phillips, 1935-.....3 Bloomington Street  
*Circulation Assistant in University Library*  
 A.B., Vassar College, 1934; A.B.L.S., University of Michigan, 1935.

- Coen G. Pierson, 1925-.....626 Anderson Street  
*Associate Professor of History*  
 A.B., DePauw University, 1922; A.M., University of Illinois, 1924; Ph.D., University of Wisconsin, 1932.
- John A. Ramsey, 1936-.....111 W. Walnut Street  
*Instructor in Romance Languages*  
 A.B., Duke University, 1926; A.M., University of Illinois, 1928.
- Albert Eugene Reynolds, 1930-.....812 S. College Avenue  
*Assistant Professor of Zoology*  
 A.B., DePauw University, 1930; M.S., University of Chicago, 1935.
- Jesse LeRoy Riebsomer, 1932-.....210 S. Indiana Avenue  
*Assistant Professor of Chemistry*  
 A.B., DePauw University, 1928; Ph.D., Cornell University, 1932.
- Catherine Riggs, 1927-1930; 1932-.....210 Bloomington Street  
*Assistant Professor of Physical Education for Women*  
 B.S., University of Minnesota, 1922; A.M., Columbia University, 1931.
- Fred Ritchie, 1936-.....6 Towers Apartments  
*Assistant Professor of Economics*  
 B.S., University of Washington, 1932; M.A., University of Washington, 1933; M.A., Princeton University, 1934.
- Herold Truslow Ross, 1927-.....617 Ridge Avenue  
*Associate Professor of Speech and Secretary of the Faculty*  
 A.B., DePauw University, 1918; A.M., Columbia University, 1924; Ph.D., State University of Iowa, 1932.
- Mildred Rutledge, 1906-.....509 S. Jackson Street  
*Instructor in Piano and Music Kindergarten*  
 Graduate DePauw University School of Music, 1899; post-graduate, 1900; student of A. K. Virgil, Emil Liebling, F. C. Parsons, J. L. Caruthers, and E. E. Perfield.
- Helen C. Salzer, 1931-.....Rector Hall  
*Dean of Women and Social Director of Rector Hall*  
 A.B., University of Minnesota, 1910; A.M., Columbia University, 1931.
- Ralph E. Schenck, 1930-.....1 Towers Apartments  
*Comptroller*  
 B.S., University of Illinois, 1921.

- Stuart L. Schoff, 1936-.....Florence Hall  
*Instructor in Geology*  
 A.B., Oberlin College, 1929; A.M., Ohio State University, 1931.
- Emma Louise Schwalb, 1935-.....3 Bloomington Street  
*Reference Librarian*  
 A.B., University of Denver, 1929; B.S. in L.S., *ibid.*, 1932.
- Edward G. Shadbolt, 1935-.....709 S. Locust Street  
*Instructor in Piano*  
 B.M., Grinnell College, 1931; student of Bela Bartok and Zoltan Kodaly, Royal Hungarian Academy of Music, Budapest, 1931-33; A.M., Grinnell College, 1935.
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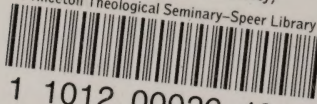
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